

Rhode Island Arts Grade Span Expectations K-12

Theater

About the Rhode Island K-12 Grade Span Expectations in the Arts

The document, the *Rhode Island K-12 Grade Span Expectations in the Arts*, has been developed as a means to identify the arts concepts and skills expected of all students. The RI arts GSEs encompass the content eligible for inclusion in local assessment in the arts in grades K - 12. They are not intended to represent the full arts curriculum at each grade span, but are meant to capture the “major ideas” of the art forms that can be assessed. The goal is that the arts GSEs focus the curriculum, but do not restrict it.

The arts GSEs are written for grade spans K-2, 3-4, 5-6, 7-8, and 9-12. They describe arts knowledge and abilities students should demonstrate at the end of each grade span. . GSEs labeled “**HS Extensions**” are more challenging and provide direction for in-depth study of a particular topic in a course, class or individual student project.

As you review the *Rhode Island K-12 Grade Span Expectations in the Arts*, the following information is important to understand:

The arts GSEs are organized into four **domains; dance, music, theater and visual arts & design.**

1. The four domains are further subdivided into **Statements of Enduring Knowledge (EK)** (listed in Table 1) that
 - a. are intended to identify the fundamental knowledge/concepts for each domain of the arts.
 - b. cut across grade levels, so that learning is developmental/built across grades (not all aspects of the EK may be addressed at all grade levels)
 - c. are of comparable grain size
 - d. encompass, as a set, the *essential learning for each domain in the arts*
 - e. imply topics of study (and therefore, lead to focused instruction, as identified in arts standards/benchmarks/GSEs)

2. Each **Assessment Target** is linked to one Statement of Enduring Knowledge, as indicated with the target’s coding (e.g., M1 means Music and the first EK statement, M2 means Music and the second EK, etc.)

TABLE 1	
Statements of Enduring Knowledge (EK) by Domain	
Dance	D 1 Artistic Processes – In dance, problem solving uses the human body and techniques of movement and expression to make the imagined tangible.
	D 2 Cultural Contexts – Purpose and motivation (intent) are fundamental to dance and can be expressed through traditional, non-traditional, western, and non-western forms and styles.
	D 3 Communication – Personal expression and meaning is achieved through the movement of the human body, communicating ideas, values, and emotions.

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	D4 Aesthetic Judgment- Knowledge of dance as an art form is used to reflect on and evaluate the work of self and others.
Music	Mu 1 Artistic Processes – The human experience can be created and recreated through sound.
	Mu 2 Cultural Contexts – Music connects and expresses history and culture around the globe.
	Mu 3 Communication – Music of diverse genres is performed in a variety of settings.
	Mu 4 Aesthetic Judgment- Music knowledge is applied through reflection and evaluation of the music of self and others.
Theater	T 1 Artistic Processes – Theater employs creative problem solving using tools, techniques, and technology in one or more disciplines in order to make the imagined tangible.
	T 2 Cultural Contexts –Theater arts creatively expresses the values and ideas of human experience, community, and civilization.
	T 3 Communication – Theater communicates meaning and expression through the sharing of human experience using image, sound, movement, words, space, time and chronology.
	T4 Aesthetic Judgment - Applying knowledge and skills of Theater Arts in order to reflect on and evaluate the work of self and others.
Visual Arts	VAD 1 Artistic Processes – Visual Art and Design is the process of creative problem solving using both traditional and innovative media, tools, techniques, and processes in order to make the imagined visible.
	VAD 2 Cultural Contexts – Visual Art and Design creatively expresses the values and ideas of human experience, community, and civilization.
	VAD 3 Communication – Visual Art and Design is a vehicle for expression and communication through the use and development of metaphor and symbol systems.
	VAD 4 Aesthetic Judgment - Applying knowledge of Visual Art and Design in order to reflect on and evaluate the work of self and others.

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3. The Rhode Island K-12 Grade Span Expectations in each of the four Arts domains are sequenced in the following manner:

Domain					
Statement of Enduring Knowledge (EK) within the domain					
Assessment Target that addresses the EK					
Grade Span Expectation that addresses the assessment target					
Music Artistic Processes – The human experience can be created and recreated through sound.					
Elementary Students chant rhythmic patterns using rhythmic mnemonics (e.g., word chants, rhythm syllables of ta ti-ti or du du-de). Students echo sing/chant short rhythmic or melodic pentatonic patterns and play short rhythmic or melodic pentatonic patterns on pitched barred instruments.		Middle Level Students demonstrate their ability to sight read music by singing or playing a short, unfamiliar piece of music. Students create a melodic variation of a familiar melody being performed in class (e.g., compose short variations to an 8-bar melody). Using music software/technology (e.g., Band-in-a-Box, Garage Band, Mixcraft, etc.) students create an original arrangement by combining instruments, or changing tempo or style.		High School Ensemble students listen and dictate melodies with accurate notation of rhythm and pitch. Students identify melody, harmony, accompaniment, bass line, and counter melody. Students improvise original musical ideas (e.g., scat sing, play instruments) on a 12-bar blues form.	
M1 (K-2)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (3-4)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (5-6)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (7-8)-1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (9-12) –1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...	M1 (9-12) Ext – 1 Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...
a. reading, writing, and performing simple rhythmic patterns using iconic or standard notation, including: quarter note/rest, eighth notes (paired), sixteenth-notes, (i.e., four sounds on a beat), half note/rest	a. reading, writing, and performing rhythmic patterns using standard notation, including: <u>whole note/rest, sixteenth-note patterns, eighth-quarter-eighth syncopation, dotted quarter-eighth/eighth-dotted quarter, and dotted half note</u>	a. reading, writing, and performing rhythmic patterns using standard notation, including: <u>dotted eighth-sixteenth/sixteenth-dotted eighth, three barred-eighths, quarter-eighth & eighth-quarter in 6/8, and eight-note triplets</u>	a. reading, writing, and performing rhythmic patterns using standard notation, including: <u>augmentation and diminution</u>	a. <u>reading an instrumental or vocal score of up to four staves</u>	a. <u>reading a full band, orchestral, or choral score, identifying melody, harmony, accompaniment, bass line, and counter melody</u>

While Statements of Enduring Knowledge are the same across all grade spans, the set of related targets within a grade span do not address all aspects of the EK Statement. This was done intentionally to focus instruction and assessment on the essential learning for the grade span, as well as on the developmentally appropriate concepts and skills. For example, at the elementary grade span, M1 will focus on chant rhythmic patterns using rhythmic mnemonics, while the middle level grade span will move to demonstrating their ability to sight read music by singing or playing a short, unfamiliar piece of music.

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READING AN ARTS GSE**

Statement of Enduring Knowledge

Target

Music 1 Artistic Processes – The human experience can be created and recreated through sound.	Elementary Students chant rhythmic patterns using rhythmic mnemonics (e.g., word chants, rhythm syllables of ta ti-ti or du du-de).
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EK Number Grade Span Target Number Stem GSE

M1 (3-4)-1
Students show evidence of music literacy (reading, writing, and understanding of the symbols of sound) by...
 a. reading, writing, and performing rhythmic patterns using standard notation, including: whole note/rest, sixteenth-note patterns, eighth-quarter-eighth syncopation, dotted quarter-eighth/eighth-dotted quarter, and dotted half note

New Content Underlined

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When designing local performance-based Arts Assessments...

- Determine which Enduring Knowledge concept and part of the Assessment Target that is to be assessed.
- Develop tasks, problems and items with rubrics measuring specific GSEs [e.g., reading, writing, and performing rhythmic patterns using standard notation, including: augmentation and diminution].
- Develop tasks, problems and items, for the most part, with an intended cognitive demand ceiling consistent with Depth of Knowledge (DOK) Levels 2 (Skills and Concepts), 3 (Strategic Thinking), and when appropriate, 4 (Extended Thinking)
- Consider your district's sufficiency requirements as you develop series of assessments, so that students will have enough opportunities to successfully demonstrate reaching the standards in order to become proficient in the arts.

Theater Enduring Understanding 1

Artistic Processes – Theater employs creative problem solving using tools, techniques, and technology in one or more disciplines in order to make the imagined tangible.

Elementary Assessment Targets

Middle Level Assessment Targets

High School Assessment Targets

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Students work with others to create and share simple stories through the development of basic formal and informal scripts, exploring character development, and basic set, costume, prop, and music design.		Students work alone and with others to create and share or publish stories through the development of formal and informal scripts, characters, and design.		Students create and share or publish stories through the development of formal and informal scripts, characters, and design.	
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for Gr 9-12	HS Extensions
T 1 (K-2) –1 Students show skill development in acting, directing, designing, and scriptwriting by...	T 1 (3-4) –1 Students show skill development in acting, directing, designing, and scriptwriting by...	T1 (5-6) –1 Students show skill development in acting, directing, designing, and scriptwriting by...	T 1 (7-8) –1 Students show skill development in acting, directing, designing, and scriptwriting by...	T 1 (9-12) –1 Students show skill development in acting, directing, designing, and scriptwriting by...	T 1 (9-12) Ext –1 Students show skill development in acting, directing, designing, and scriptwriting by...
a. engaging in fantasy play; re-creating situations in familiar settings; beginning to dramatize or improvise familiar simple stories from classroom literature or life experiences; incorporating plot (beginning, middle, and end); and using a tableau, pantomime, or improvisation	a. retelling familiar stories; <u>sequencing story points (what and when)</u> , <u>identifying character (who)</u> , <u>setting (where)</u> , and <u>conflict (why)</u> ; and <u>beginning to participate in cooperative scriptwriting or improvisations that incorporate the five W's</u>	a. performing and exploring improvisational activities and describing <u>complex ideas and universal themes in life and literature</u> ; and <u>distinguishing between understanding of text, subtext, and context</u> ; <u>writing and perform basic scenes or one-act plays that include a range of character types, monologue, dialogue, action, and setting</u>	a. <u>creating basic characters, environments, and actions that exhibit tension and suspense</u> ; <u>creating short dramatizations in selected styles of theater</u> (e.g., melodrama, vaudeville, and musical theater)	a. writing dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution	a. presenting an improvisation or scripted scene, applying basic dramatic structure (exposition, complication, conflict, crises, climax, and resolution) <u>and including complex characters with unique dialogue that motivates the action</u>
b. performing imitative movements, rhythmical activities, and theater games (freeze, statues, and mirrors)	b. <u>identifying and performing knowledge of basic blocking and stage areas</u>	b. determining <u>the use of blocking and stage areas, levels, and actor's position, such as full front, quarter, profile, and full back in dramatizations</u>	b. analyzing and maintaining a rehearsal script/notebook to record directions and blocking, and design information	b. developing stage directions for a play or performance based on a script	b. developing and evaluating the effectiveness of stage directions for a play or performance based on a script (e.g., notebook that records <u>reflection and revision throughout the rehearsal process</u>)
c. imitating and creating voices and feelings of people, animals and objects in various drama/theater experiences (e.g., skits,	c. <u>demonstrating basic emotional traits of a character, based on literature, through gesture, action, and voice</u>	c. <u>using effective vocal expression, gesture, facial expression, timing, and language to create character in a comedic and dramatic situation</u> ;	c. <u>developing a character using non-verbal techniques</u> (e.g., dance, mime, physical comedy, stage combat, wrestling, sword play,	c. developing a character as part of an ensemble using vocal characteristics and techniques, posture, movement, and	c. <u>creating and presenting a character as part of an ensemble from classical, contemporary, realistic, or nonrealistic dramatic texts</u>

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puppetry, pantomime, improvisation, fantasy play, storytelling)		<u>using sensory and emotional recall, and memorization skills to create a character</u>	<u>physical confrontation): using basic improvisation in rehearsal to discover character and motivation: developing a character as part of an ensemble</u>	language necessary to perform an effective characterization; showing <u>text analysis and research to include the physical, social, and psychological dimensions of the characters</u>	
d. using and creating simple costumes, props, music, or sets in dramatic activities	d. designing or creating simple costumes, props, music, sets, <u>makeup, or masks, based on literature, in basic formal or informal performances</u>	d. designing or creating costumes, props, music, sets, <u>makeup, or masks that support or enhance character in basic formal or informal performances</u>	d. designing or creating, and <u>analyzing</u> costumes, props, music, sets, makeup, or masks that support or enhance character in formal or informal performances	d. designing or creating and analyzing designs that support or enhance the author's intent, <u>based on text analysis and research</u>	d. <u>designing and creating designs for a play</u> that enhance the author's intent, based on <u>culture, history, and stage design</u>
T 1 (K-2) –2 Students solve artistic problems by...	T 1 (3-4) –2 Students solve artistic problems by...	T1 (5-6) –2 Students solve artistic problems by...	T 1 (7-8) –2 Students solve artistic problems by...	T 1 (9-12) –2 Students solve artistic problems by...	T 1 (9-12) Ext –2 Students solve artistic problems by...
a. responding to suggested prompts and solutions	a. <u>exploring different strategies/techniques to create stories and environments</u>	a. <u>generating strategies, and choosing one that addresses identified challenge inherent in the story</u> (e.g., "How do we create a boat for Treasure Island using our bodies?")	a. <u>researching</u> and generating strategies, and choosing one that addresses identified challenge inherent in the story (e.g., "How do we foreshadow the antagonist's downfall?")	a. researching and generating strategies, and choosing one that addresses identified challenge inherent in the story (e.g., developing a metaphor of the protagonist's weakness)	a. researching, generating, and implementing strategies that enhance the story (e.g., analyzing character's strengths and vulnerabilities and exploiting them in a disciplined and insightful performance)
T 1 (K-2) –3 Students make connections among the arts and other disciplines by...	T 1 (3-4) –3 Students make connections among the arts and other disciplines by...	T1 (5-6) –3 Students make connections among the arts and other disciplines by...	T 1 (7-8) –3 Students make connections among the arts and other disciplines by...	T 1 (9-12) –3 Students make connections among the arts and other disciplines by...	T 1 (9-12)Ext –3 Students make connections among the arts and other disciplines by...
a. exploring the use of body, voice, and	a. <u>using body, voice, and imagination to</u>	a. using body, voice, and imagination to	a. demonstrating analysis of a piece of	a. demonstrating synthesis of a social or	a. demonstrating <u>research</u> and synthesis of concepts

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<p>imagination to demonstrate an understanding of basic mathematical and social relationships (e.g., use movement and voice to demonstrate knowledge of concepts in addition and subtraction, or create a tableau that communicates friendship or hunger)</p>	<p><u>describe concepts in nature and society with emphasis on the five V's</u> (e.g., use movement and voice to demonstrate bird migration, or create an improvisation of the founding fathers signing the Declaration of Independence)</p>	<p>demonstrate the analysis of concepts in nature or society (e.g., collaborate in small group to study, design, and perform a concept, such as Manifest Destiny)</p>	<p><u>literature or a social or scientific event by creating a short original dramatization</u> (e.g., a musical scene from S.E. Hinton's <u>Outsider</u> or a video on cellular mitosis)</p>	<p><u>scientific conflict by performing a brief original dramatization</u> (e.g., creationism vs. evolution)</p>	<p>from literature, the social sciences, or scientific conflict by performing an original dramatization (e.g., Eleanor Roosevelt's platform speech as a candidate for president in the current time)</p>
<p>b. identifying the unique ways that theater tells a story compared to music, visual arts, and dance</p>	<p>b. comparing the common devices for telling a story through theater and in writing (e.g., character, problem; beginning, middle, and end)</p>	<p>b. describing how the development of a character, writing a script, or designing a set integrates other art forms</p>	<p>b. comparing and contrasting different theatrical performances to tell a similar story (e.g., plays and poetry both built on a journey theme)</p>	<p>b. analyzing and evaluating a theatrical performance for its effective use of music, dance, or visual arts</p>	<p>b. researching and evaluating how a particular set designer's visual elements express time, place, and mood (how effectively the set pieces show us we are in a Restoration comedy based on color, shape, line, and placement of set pieces)</p>

Theater Enduring Understanding 2

Cultural Contexts –Theater arts creatively expresses the values and ideas of human experience, community, and civilization.

Elementary Assessment Targets

Students can recognize that theater arts express unique characteristics based on culture, time, and place.

Middle Level Assessment Targets

Students can compare theater arts of different cultures, times and places.

Students' artworks adapt an aspect of culture,

High School Assessment Targets

Students can analyze, interpret, and evaluate theater arts within social, cultural, and historical contexts.

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<p>Students' artworks describe an aspect of sense of culture, time, and place.</p> <p>Students can identify different jobs that theater artists hold and the types of skills they use.</p>		<p>time, and place.</p> <p>Students can describe different careers in the theater arts and the types of education necessary to acquire them.</p>		<p>Students' artworks synthesize aspects of culture, time, and place.</p> <p>Students can evaluate career options in the theater arts industry and identify educational pathways.</p>							
GSEs for Grades K-2		GSEs for Grades 3-4		GSEs for Grades 5-6		GSEs for Grades 7-8		GSEs for Gr 9-12		HS Extensions	
<p>T 2 (K-2) –1 Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context by...</p>		<p>T 2 (3-4) –1 Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context by...</p>		<p>T 2 (5-6) –1 Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context by...</p>		<p>T 2 (7-8) –1 Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context by...</p>		<p>T 2 (9-12) –1 Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context by...</p>		<p>T 2 (9-12) Ext –1 Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context by...</p>	
<p>a. retelling or dramatizing a story, myth, fable, or fairy tale from two cultures and times</p>		<p>a. retelling and dramatizing a story, <u>character, and design element drawn from at least two</u> historical/cultural periods</p>		<p>a. describing and dramatizing two stories <u>with a common theme from two historical periods or cultures</u> (e.g., freedom, triumph over adversity)</p>		<p>a. <u>analyzing</u> and dramatizing two stories with a common theme from <u>two historical periods or cultures</u> (e.g., loyalty, revenge, redemption)</p>		<p>a. <u>evaluating</u> and applying historic or cultural <u>techniques to an original story</u></p>		<p>a. <u>researching a cultural, philosophical, ethical, or religious issue described in the theater arts and presenting an influenced original work</u></p>	
<p>b. recognizing how the theater arts are different and similar in different cultures and times</p>		<p>b. <u>describing in broad terms</u> how the theater arts are different and similar in different cultures and times</p>		<p>b. <u>identifying specific</u> cultural beliefs and traditions in the theater arts in at least <u>two cultures and time periods</u></p>		<p>b. <u>comparing and contrasting</u> cultural beliefs and traditions in the theater arts in <u>two cultures and time periods</u> (e.g., Greek theater - comedy and tragedy; Japanese Theater – Kabuki, Noh; American theater - melodrama and musical theater)</p>		<p>b. <u>interpreting and evaluating</u> cultural beliefs and traditions in the theater arts in <u>two cultures and time periods</u> (e.g., Ancient Greece, Commedia dell'arte, Medieval, Classical and Contemporary, Kabuki theater, African-American, Hispanic, Middle Eastern)</p>		<p>b. <u>presenting researched</u> interpretation and evaluation of a particular playwright's work from a particular period of time or culture <u>and defend the evidence that holds the works together</u></p>	
<p>c. describing ways in which theater, television, electronic media, and film influence their thinking in positive and negative ways</p>		<p>c. identifying ways in which theater, television, electronic media, and film influence their thinking in positive and negative ways</p>		<p>c. <u>analyzing</u> ways in which theater, television, electronic media, and film influence their thinking in positive and negative ways</p>		<p>c. <u>interpreting and evaluating</u> ways in which theater, television, electronic media, and film influence their thinking in positive and negative ways</p>		<p>c. <u>researching and evaluating</u> ways that theater, television, electronic media, and film influence their lives in positive and negative ways</p>		<p>c. <u>researching censorship policies and defend conclusion</u> regarding the influence of the theater, television, and film</p>	

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		d. selecting or creating appropriate props, sets, and costumes for a cultural celebration or pageant	d. designing and creating <u>masks, puppets, props, costumes, music, or sets in a selected theatrical style</u> drawn from world cultures, such as Japanese shadow puppets or Kabuki masks	d. <u>Researching cultural and historical references to design and create production elements</u>	d. Performing, designing, or directing theater pieces in specific theatrical styles (e.g., by such playwrights as Sophocles, Shakespeare, Lope de Vega, Aphra Behn, Moliere, and Chekhov)
e. role-playing adult professions using creative dramatics and theatrical activities	e. <u>describing the roles of the arts and artist in society to communicate stories, events, and feelings</u>	e. describing the roles of the arts and artists in society <u>to interpret events and cultures, to innovate and take risks while solving problems</u>	e. <u>analyzing the roles of the arts and artists in times of conflict and harmony to express disapproval and unity</u>	e. <u>analyzing different culture's expectations and appreciation</u> of the role of the artists in society	e. <u>researching a culture's expectation and appreciation</u> of the role of the artist in society
		f. describing a career opportunity and identifying the education required to be an artist	f. <u>describing at least two different artistic careers and the education required</u>	f. <u>analyzing two different career opportunities and learning pathways to be a professional artist</u>	f. <u>analyzing and evaluating a specific career opportunity and determining</u> which learning pathway will lead to that career

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Theater Enduring Understanding 3					
Communication – Theater communicates meaning and expression through the sharing of human experience using image, sound, movement, words, space, time and chronology.					
Elementary Assessment Targets		Middle Level Assessment Targets		High School Assessment Targets	
Students perform in the Theater Arts applying basic acting, directing, designing, and scriptwriting to communicate their observations, ideas, and emotions.		Students perform in the Theater Arts, applying and analyzing acting, directing, designing, and scriptwriting to communicate their observations, ideas, and emotions.		Students perform in the Theater Arts, applying and evaluating acting, directing, designing, and scriptwriting to communicate their observations, ideas, and emotions.	
Students use basic theater vocabulary to describe theater works.		Students use theater vocabulary to analyze theater works.		Students use theater vocabulary to evaluate theater works.	
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for Gr 9-12	HS Extensions
T 3 (K-2) –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...	T 3 (3-4) –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...	T 3 (5-6) –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...	T 3 (7-8) –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...	T 3 (9-12) –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...	T 3 (9-12) Ext –1 Students demonstrate the ability to communicate in the language of the Theater Arts by...
a. exploring techniques to convey ideas, feelings, or meaning (e.g., act out as the weather, create a soundscape of a storm)	a. <u>identifying and applying performance and design</u> techniques to convey ideas, feelings, or meaning (e.g., body language and voice that expresses emotions of pride, fear)	a. <u>selecting and applying</u> performance and design techniques to convey a <u>range of ideas, feelings, or meaning</u> (e.g., a little sad to very sad; disappointed to crushed)	a. <u>analyzing and applying</u> performance and design techniques to convey <u>complex emotions, ideas, or meaning</u> (e.g., betrayal or enlightenment or in aspects of design or writing)	a. <u>evaluating and applying</u> performance and design techniques to convey <u>evolving ideas, feelings, or meaning</u> (e.g., connecting particular gestures with phrasing to imply a sense of place and social stature and how this behavior evolves as the character's life unravels or in aspects of design or writing)	a. <u>evaluating and applying</u> performance and design techniques to convey <u>contrasting ideas, feelings, or meaning</u> (e.g., utilizing developed skills to effectively perform tragic or comic roles or in aspects of design or writing)

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T 3 (K-2) –2 Students demonstrate the ability to extract meaning from Theater by...	T 3 (3-4) –2 Students demonstrate the ability to extract meaning from Theater by...	T 3 (5-6) –2 Students demonstrate the ability to extract meaning from Theater by...	T 3 (7-8) –2 Students demonstrate the ability to extract meaning from Theater by...	T 3 (9-12) –2 Students demonstrate the ability to extract meaning from Theater by...	T 3 (9-12) Ext –2 Students demonstrate the ability to extract meaning from Theater by...
a. identifying important character traits and big ideas and emotions told in the story	a. <u>describing and interpreting character traits and connecting them to the ideas and emotions told in the story</u>	a. <u>analyzing major themes and characters and their symbolic representations</u> (i.e., cultural references)	a. analyzing major and <u>minor</u> themes and characters and their symbolic representation (i.e., cultural references)	a. <u>evaluating major and minor</u> themes and characters and their symbolic representation (i.e., cultural references)	a. researching and evaluating major and minor themes and characters and their symbolic representation (i.e., cultural references) <u>from the works of a particular playwright, culture, or period</u>
		b. identifying important techniques that support the story's meaning (e.g., set design)	b. <u>analyzing</u> techniques that support the story's meaning (e.g., the lighting in combination with the music foreshadowed hope)	b. evaluating techniques for their <u>effectiveness and craft</u> (e.g., critiquing actor's performance and the playwright's dialog)	b. <u>researching and evaluating a particular playwright's choice of techniques for their effectiveness and craft in two or more of her/his works</u>

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Theater Enduring Understanding 4 Aesthetic Judgment - Applying knowledge and skills of Theater Arts in order to reflect on and evaluate the work of self and others.					
Elementary Assessment Targets Students read, view, question and identify basic elements of theater arts gaining meaning of the work. Students write and discuss what they see and value about theatrical productions.		Middle Level Assessment Targets Students read, view, and make inferences to gain meaning and judge the quality of plays and theatrical production. Students write and discuss their interpretations of theatrical work.		High School Assessment Targets Students read, view, and evaluate plays and theatrical productions to gain meaning and judge the quality. Students analyze the value of theater work in society during discussions and in writing.	
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for Gr 9-12	HS Extensions
T 4 (K-2) –1 Students reflect upon, analyze and evaluate the work of self and others by	T 4 (3-4) –1 Students reflect upon, analyze and evaluate the work of self and others by	T4 (5-6) –1 Students reflect upon, analyze and evaluate the work of self and others by	T 4 (7-8) –1 Students reflect upon, analyze and evaluate the work of self and others by	T 4 (9-12) –1 Students reflect upon, analyze and evaluate the work of self and others by	T 4 (9-12) Ext –1 Students reflect upon, analyze and evaluate the work of self and others by
a. identifying what is seen and heard in a performance using theater vocabulary (real or imaginary people, basic character traits, etc.)	a. describing what is seen (e.g., <u>setting</u> , <u>props</u> , <u>costumes</u> , <u>scenery</u>) and heard (e.g., <u>voice projection</u> , <u>diction</u> , <u>pace</u> , and <u>volume</u>) in a performance and comparing that with things known (e.g., <u>time</u> , <u>place</u> , <u>cultural identification</u> , etc.)	a. describing what is seen (e.g., setting, props, costumes, scenery) and heard (e.g., voice projection, diction, pace, and volume) in a performance or text and comparing that with things known (e.g., time period, place, cultural identification, etc.)	a. analyzing what is seen and heard (e.g., <u>figurative language and imagery</u>) in a performance or text and comparing that with things known (e.g., the <u>playwright</u> , time period, place, cultural identification, etc.)	a. <u>evaluating</u> a play or performances based on analysis of what is seen, heard, and known to <u>judge its value and contribution to humanity</u>	a. researching and evaluating <u>two or more plays or performances that share a common theme, playwright or other aspect</u> , based on analysis of what is seen, heard, and known, to judge its value to humanity and <u>contribution to the theater arts</u>
	b. interpreting character's objectives and motivations based on what is seen, heard, and known to explain character's behavior	b. interpreting character's objectives and motivations based on what is seen, heard, and known to explain character's behavior	b. <u>evaluating</u> character's objectives and motivations based on what is seen, heard, and known to explain character's behavior	b. <u>evaluating</u> character's objectives and motivations based on what is seen, heard, and known to explain character's behavior	b. <u>researching two or more classic character types and analyzing how they have been characterized in theater and comparing the type to famous or infamous actual people</u> , presenting a conclusion

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		c. identifying technical elements of a theatrical production (e.g., sense memory, script, act, scene, beat, cue, monologue, dialogue, action/reaction, subtext, theme, mood, gesture, rehearsal, design, performance, director, production values, and stage crew)	c. <u>analyzing</u> technical elements of a theatrical production (e.g., <u>playwright, dress rehearsal, run-through, cold reading, ensemble, proscenium, thrust, and arena staging</u>)	c. <u>evaluating</u> technical elements of theatrical production	c. <u>evaluating the production elements of a school or community play or performance and defend the value</u> (e.g., contracts and unions, costs, lighting, ticket sales, logistical plan)
		d. identifying the dramatic elements of plot (e.g., exposition, complication, crisis, climax, and resolution) in a script or performance	d. <u>analyzing</u> dramatic elements of a plot (e.g., <u>recurring themes and patterns, protagonist and antagonist, foreshadowing, rising action, catharsis, and denouncement</u>)	d. <u>evaluating</u> dramatic elements of a plot for their effectiveness and cohesiveness	d. directing a play or performance