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# Standards Map Template–2021 Arts Education Adoption Grade One Theatre

(Download and use to cite where instructional resources fully address each standard)

| **Standard** | Standard Language | **Publisher Citations** | **Met**  **Y** | **Met**  **N** | **Reviewer Comments, Citations, and Questions** |
| --- | --- | --- | --- | --- | --- |
| **CREATING** | Generate and conceptualize artistic ideas and work. | n/a | n/a | n/a | n/a |
| 1.TH:Cr1a | Propose potential choices characters could make in a guided drama experience. |  |  |  |  |
| 1.TH:Cr1b | Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences. |  |  |  |  |
| 1.TH:Cr1c | Collaborate with peers to conceptualize costumes and props in a guided drama experience. |  |  |  |  |
| 1.TH:Cr2a | Contribute to the development of a sequential plot in a guided drama experience. |  |  |  |  |
| 1.TH:Cr2b | With prompting and supports, participate in group decision making in a guided drama experience. |  |  |  |  |
| 1.TH:Cr3a | Contribute to the adaptation of the plot in a guided drama experience. |  |  |  |  |
| 1.TH:Cr3b | Identify similarities and differences in sounds and movements in a guided drama experience. |  |  |  |  |
| 1.TH:Cr3c | Collaborate to imagine multiple representations of a single object in a guided drama experience. |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 1.TH:Pr4a | Describe a story’s character actions and dialogue in a guided drama experience. |  |  |  |  |
| 1.TH:Pr4b | Use body, face, gestures, and voice to communicate character traits and emotions in a guided drama experience. |  |  |  |  |
| 1.TH:Pr5a | With prompting and supports, identify and understand that physical movement is fundamental to guided drama experiences. |  |  |  |  |
| 1.TH:Pr5b | With prompting and supports, identify technical theatre elements that can be used in a guided drama experience. |  |  |  |  |
| 1.TH:Pr6 | With prompting and supports, use movement and gestures to communicate emotions in a guided drama experience and share with others. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 1.TH:Re7 | Recall choices made in a guided drama experience. |  |  |  |  |
| 1.TH:Re8a | Explain preferences and emotions in a guided drama experience or age-appropriate theatre performance. |  |  |  |  |
| 1.TH:Re8b | Identify causes of character actions in a guided drama experience. |  |  |  |  |
| 1.TH:Re8c | Explain or use text and pictures to describe how personal emotions and choices compare to the emotions and choices of characters in a guided drama experience. |  |  |  |  |
| 1.TH:Re9a | Build on others’ ideas in a guided drama experience. |  |  |  |  |
| 1.TH:Re9b | Compare and contrast the experiences of characters in a guided drama experience. |  |  |  |  |
| 1.TH:Re9c | Identify props and costumes that might be used in a guided drama experience. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 1.TH:Cn10 | Identify character emotions in a guided drama experience and relate it to personal experience. |  |  |  |  |
| 1.TH:Cn11.1a | Apply skills and knowledge from different art forms and content areas in a guided drama experience. |  |  |  |  |
| 1.TH:Cn11.1b | Use active listening skills to participate in and observe a guided drama experience. |  |  |  |  |
| 1.TH:Cn11.2a | Identify similarities and differences in stories from one’s own community in a guided drama experience. |  |  |  |  |
| 1.TH:Cn11.2b | Collaborate on the creation of a short scene based on a fictional literary source in a guided drama experience. |  |  |  |  |

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