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Components: *[Enter Components]*

# Standards Map Template–2021 Arts Education AdoptionGrade Five 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 |
| 5.TH:Cr1a | Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work. |  |  |  |  |
| 5.TH:Cr1b | Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/theatre work. |  |  |  |  |
| 5.TH:Cr1c | Propose design ideas that support the story and given circumstances in a drama/theatre work. |  |  |  |  |
| 5.TH:Cr2a | Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances. |  |  |  |  |
| 5.TH:Cr2b | Participate in defined responsibilities required to present a drama/theatre work informally to an audience. |  |  |  |  |
| 5.TH:Cr3a | Revise and refine an improvised or scripted drama/theatre work through rehearsal, collaborative review, and reflection. |  |  |  |  |
| 5.TH:Cr3b | Use physical and vocal exploration for character development in a devised or scripted drama/theatre work. |  |  |  |  |
| 5.TH:Cr3c | Create innovative solutions to design and technical theatre element problems that arise in rehearsal for a drama/theatre work. |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| 5.TH:Pr4a | Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work. |  |  |  |  |
| 5.TH:Pr4b | Use physical choices to create meaning in a drama/theatre work. |  |  |  |  |
| 5.TH:Pr5a | Choose acting exercises that can be applied to a drama/theatre work. |  |  |  |  |
| 5.TH:Pr5b | Demonstrate the use of technical theatre elements in a drama/theatre work. |  |  |  |  |
| 5.TH:Pr6 | Present drama/theatre work to an audience. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 5.TH:Re7 | Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation. |  |  |  |  |
| 5.TH:Re8a | Justify responses based on personal experiences when participating in or observing a drama/theatre work. |  |  |  |  |
| 5.TH:Re8b | Explain responses to characters based on cultural contexts when participating in or observing drama/theatre work. |  |  |  |  |
| 5.TH:Re8c | Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work. |  |  |  |  |
| 5.TH:Re9a | Develop multiple criteria to evaluate drama/theatre work. |  |  |  |  |
| 5.TH:Re9b | Analyze and evaluate a character’s circumstances in a drama/theatre work from an audience perspective. |  |  |  |  |
| 5.TH:Re9c | Assess how technical theatre elements represent the theme of a drama/theatre work. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 5.TH:Cn10 | Explain how drama/theatre connects oneself to a community or culture. |  |  |  |  |
| 5.TH:Cn11.1a | Investigate historical, global, and social issues expressed in drama/theatre work. |  |  |  |  |
| 5.TH:Cn11.1b | Explore the ethical responsibilities to oneself and others when observing and performing. |  |  |  |  |
| 5.TH:Cn11.2a | Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work. |  |  |  |  |
| 5.TH:Cn11.2b | Identify historical sources that explain drama/theatre terminology and conventions. |  |  |  |  |

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