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Approved by the State Board of Education on May 8, 2020

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# Standards Map Template–2021 Arts Education Adoption Grade Two 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 |
| 2.TH:Cr1a | Propose potential new details to plot and story in a guided drama experience. |  |  |  |  |
| 2.TH:Cr1b | Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences. |  |  |  |  |
| 2.TH:Cr1c | Collaborate with peers to conceptualize scenery in a guided drama experience. |  |  |  |  |
| 2.TH:Cr2a | Collaborate with peers to devise meaningful dialogue in a guided drama experience. |  |  |  |  |
| 2.TH:Cr2b | Contribute ideas and make decisions as a group to advance a story in a guided drama experience. |  |  |  |  |
| 2.TH:Cr3a | Contribute to the adaptation of dialogue in a guided drama experience. |  |  |  |  |
| 2.TH:Cr3b | Use and adapt sounds and movements in a guided drama experience. |  |  |  |  |
| 2.TH:Cr3c | Independently generate 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 |
| 2.TH:Pr4a | Interpret story elements in a guided drama experience. |  |  |  |  |
| 2.TH:Pr4b | Alter voice and body to expand and articulate nuances of a character in a guided drama experience. |  |  |  |  |
| 2.TH:Pr5a | Demonstrate the relationship between and among body, voice, and mind in a guided drama experience. |  |  |  |  |
| 2.TH:Pr5b | Explore technical theatre elements in a guided drama experience. |  |  |  |  |
| 2.TH:Pr6 | Contribute to group guided drama experiences and informally share with peers. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| 2.TH:Re7 | Recognize when artistic choices are made in a guided drama experience. |  |  |  |  |
| 2.TH:Re8a | Explain how personal preferences and emotions affect an observer’s response in a guided drama experience or age-appropriate theatre performance. |  |  |  |  |
| 2.TH:Re8b | Identify causes and consequences of character actions in a guided drama experience. |  |  |  |  |
| 2.TH:Re8c | Explain or use text and pictures to describe how others’ emotions and choices may compare to the emotions and choices of characters in a guided drama experience. |  |  |  |  |
| 2.TH:Re9a | Collaborate on a scene in a guided drama experience. |  |  |  |  |
| 2.TH:Re9b | Describe how characters respond to challenges in a guided drama experience. |  |  |  |  |
| 2.TH:Re9c | Use a prop or costume in a guided drama experience to describe characters, settings, or events. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| 2.TH:Cn10 | Relate character experiences to personal experiences in a guided drama experience. |  |  |  |  |
| 2.TH:Cn11.1a | Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience. |  |  |  |  |
| 2.TH:Cn11.1b | Use appropriate responses to react to a guided drama experience. |  |  |  |  |
| 2.TH:Cn11.2a | Identify similarities and differences in stories from multiple cultures in a guided drama experience. |  |  |  |  |
| 2.TH:Cn11.2b | Collaborate on the creation of a short scene based on a nonfiction literary source in a guided drama experience. |  |  |  |  |

California Department of Education, July 2020