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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 Kindergarten 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 |
| K.TH:Cr1a | With prompting and supports, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Cr1c | With prompting and supports, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Cr2a | With prompting and supports, interact with peers and contribute to dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Cr2b | With prompting and supports, express original ideas in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Cr3a | With prompting and supports, ask and answer questions during dramatic play or a guided drama experience. |  |  |  |  |
| **PERFORMING** | Select, analyze, and interpret artistic work for presentation. | n/a | n/a | n/a | n/a |
| K.TH:Pr4a | With prompting and supports, identify characters and setting in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Pr5a | With prompting and supports, understand that voice and sound are fundamental to dramatic play and guided drama experiences. |  |  |  |  |
| K.TH:Pr5b | With prompting and supports, explore and experiment with various technical theatre elements in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Pr6 | With prompting and supports, use voice and sound in dramatic play or a guided drama experience and share with others. |  |  |  |  |
| **RESPONDING** | Perceive and analyze artistic work. | n/a | n/a | n/a | n/a |
| K.TH:Re7 | With prompting and supports, express an emotional response to characters in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Re8a | With prompting and supports, identify preferences in dramatic play, a guided drama experience, or age-appropriate theatre performance. |  |  |  |  |
| K.TH:Re8b | With prompting and supports, name and describe settings in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Re8c | With prompting and supports, describe how personal emotions and choices compare to the emotions and choices of characters in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Re9a | With prompting and supports, discuss and make decisions with others in dramatic play or a guided drama experience. |  |  |  |  |
| **CONNECTING** | Synthesize and relate knowledge and personal experiences to make art. | n/a | n/a | n/a | n/a |
| K.TH:Cn10 | With prompting and supports, identify similarities between characters and oneself in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Cn11.1a | With prompting and supports, identify skills and knowledge from other areas in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Cn11.1b | With prompting and supports, use listening skills to participate in and observe a guided drama experience. |  |  |  |  |
| K.TH:Cn11.2a | With prompting and supports, identify stories that are different from one another in dramatic play or a guided drama experience. |  |  |  |  |
| K.TH:Cn11.2b | With prompting and supports, tell a story in dramatic play or a guided drama experience. |  |  |  |  |

California Department of Education, July 2020