

Montana Model Curriculum Guide for the Arts

Theatre

2016



Contents

Introduction3

The Four Artistic Processes in the Montana Standards for Arts.....4

Artistic Processes and Anchor Standards: K-12 View5

Theatre - Creating5

Theatre - Performing7

Theatre - Responding..... 11

Theatre - Connecting 14

Artistic Processes and Anchor Standards: Grade by Grade View 16

Theatre – Kindergarten..... 16

Theatre – First Grade 17

Theatre – Second Grade 18

Theatre – Third Grade..... 19

Theatre – Fourth Grade 20

Theatre – Fifth Grade..... 21

Theatre – Sixth - Eighth Grades 22

Theatre – Ninth - Twelfth Grades 23

Glossary 24

Montana Program Standards 27

Works Cited 29

Introduction

This model curriculum guide outlines the Montana Arts Content Standards. These standards were adopted by the Montana Board of Public Education in July of 2016, with an effective date of July 1, 2017.

The Montana Arts Content Standards embrace the idea of **Artistic Literacy** – the ability of students to create art, perform and present art, respond or critique art, and connect art to their lives and the world around them. The arts are essential to a world-class education. Studying the arts helps to develop critical habits of mind—creativity, collaboration, communication and critical thinking that lead to college, career and civic readiness. These skills have been recognized as essential to lifelong success both in and out of school by a variety of education and civic leaders, including the National Association of State Boards of Education, the Education Commission of the States, and The Conference Board.

The revised Montana Standards for Arts in the ARM borrow their structure from the [2014 Voluntary National Core Arts Standards](#). They contain substantive changes from the 2000 Montana Standards for Arts.

Highlights of the changes

- The standards move from general content standards across all artistic disciplines to five distinct artistic disciplines: visual arts, media arts, dance, theatre and music.
- The music standards reflect that music education in Montana encompasses different kinds of musical learning in elementary, middle, and high school.
- The five artistic disciplines now include media arts standards in order to support artistic literacy in the areas of film, animation, and digital art making. The media arts standards are designed to supplement any existing Career and Technical Education industry standards in the digital communications area.
- The standards are organized by grade level for grades K-5 and by grade band for grades 6-8 and 9-12.
- The standards integrate Montana’s Indian Education for All, acknowledging the contribution of native tribes to Montana’s rich artistic and cultural life.

This model curriculum guide provides resources and guidance to educators as they align their arts curriculum to these standards. [Click here](#) to access a document that provides guiding principles for the arts. Essential questions and enduring understandings will also provide guidance for overall curriculum design and instructional practices. [Click here](#) to access a document that reviews the connections between the arts standards and the common core standards.

The Four Artistic Processes in the Montana Standards for Arts

Creating Conceiving and developing new artistic ideas and work	Performing/Presenting/Producing Realizing artistic ideas and work through interpretation and presentation	Responding Understanding and evaluating how the arts convey meaning	Connecting Relating artistic ideas and work with personal meaning and external context
Anchor Standard #1. Generate and conceptualize artistic ideas and work	Anchor Standard #4. Analyze, interpret, and select artistic work for presentation	Anchor Standard #7. Perceive and analyze artistic work	Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art
Anchor Standard #2. Organize and develop artistic ideas and work.	Anchor Standard #5. Develop and refine artistic work for presentation	Anchor Standard #8. Construct meaningful interpretations of artistic work	Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians
Anchor Standard #3. Refine and complete artistic work.	Anchor Standard #6. Convey meaning through the presentation of artistic work	Anchor Standard #9. Apply criteria to evaluate artistic work	

Note: Performing is the term preferred for Music, Theatre and Dance. Presenting is preferred for Visual Arts. Producing is preferred for Media Arts.

Artistic Processes and Anchor Standards: K-12 View

Theatre - Creating									
Anchor Standard #1: Generate and Conceptualize Artistic Ideas and Work									
Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify ways in which movement may be used to create or retell a story	identify ways in which gestures and movement may be used to create or retell a story	identify ways in which voice and sounds may be used to create or retell a story	experiment with character choices in creative drama	design technical elements that support the story and drama experiences	implement design ideas that support the story in a drama or theatre work	develop a character in a drama or theatre work	examine the roles of character, story, playwright, theatre tradition, and genre in a drama or theatre work	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?									

Theatre - Creating									
Anchor Standard #2: Organize and develop artistic ideas and work..									
Enduring Understandings: Theatre artists work to discover different ways of communicating meaning.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
express original ideas in guided creative drama	contribute to the development of a sequential plot in guided creative drama	identify ways in which voice and sounds may be used to create or retell a story	devise original ideas for a creative drama experience	develop original ideas for characters and plot in a theatre performance	participate in specific responsibilities required to present a drama or theatre work informally to an audience	demonstrate leadership and collaboration when developing a drama or theatre work	analyze the collaborative relationship of the actor, director, and playwright in creating a drama or theatre work	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How, when, and why do theatre artists' choices change?									

Theatre - Performing

Anchor Standard #3: Refine and complete artistic work..

Enduring Understandings: Theatre artists refine their work and practice their craft through rehearsal.

Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify plot details in guided creative drama	contribute to the adaptation of the plot in guided creative drama	contribute to the adaptation of dialogue in a creative drama	collaborate to revise ideas of creative drama	revise an improvised or scripted theatre work	evaluate choices to improve an improvised or scripted drama or theatre work	analyze scripted drama and theatre works	refine design choices to support the story and impact of devised or scripted drama and theatre works	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board

Essential Questions to consider as you align your curriculum to these standards: How do theatre artists transform and edit their initial ideas?

Theatre - Performing									
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation.									
Enduring Understandings: Theatre artists make strong choices to effectively convey meaning.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
use facial expressions to communicate character and emotions in guided creative drama	use body, face, gesture, and voice to communicate character and emotions in guided creative drama	alter voice and body to expand and articulate character in creative drama experiences	determine how movement and voice are incorporated into creative drama experiences	make physical and vocal choices to develop a character in a drama experience	experiment with physical and vocal choices to create meaning in drama and theatre works	identify the essential events in a story or script that make up the dramatic structure	apply a variety of acting techniques in the rehearsal and performance of drama and theatre works	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: Why are strong choices essential to interpreting a drama or theatre piece?									

Theatre - Performing									
Anchor Standard #5: Develop and refine artistic techniques and work for presentation.									
Enduring Understandings: Theatre artists develop personal processes and skills for a performance or design.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify various design elements in guided creative drama	experiment with design elements in creative drama	identify the basic design elements in creative drama experiences	describe design elements in a creative drama experience	discuss the use of technical elements to enhance a drama experience	demonstrate the use of technical elements in drama and theatre works	analyze how technical elements enhance drama and theatre works	apply technical elements to enhance the production of drama and theatre works	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What can I do to fully prepare a performance or technical design?									

Theatre - Performing									
Anchor Standard #6: Convey meaning through the presentation of artistic work.									
Enduring Understandings: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
use voice and sound in guided creative drama	use movement and gesture to communicate emotions in guided creative drama	contribute original ideas or choices to group creative drama experiences	rehearse and discuss reflections about a drama experience	perform small-group drama and theatre works to an audience	present drama and theatre works informally for an audience	perform a rehearsed drama or theatre work for an audience	perform a rehearsed scripted drama or theatre work for a specific audience	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What happens when theatre artists and audiences share a creative experience?									

Theatre - Responding

Anchor Standard #7: Perceive and analyze artistic work.

Enduring Understandings: Theatre artists reflect to understand the impact of drama processes and theatre experiences.

Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
describe a response to characters in guided creative drama	discuss an emotional response to guided creative drama	describe the artistic choices made in creative drama experiences	discuss artistic choices and how they shape reactions to drama and theatre works	identify artistic choices made through participation in and observation of drama and theatre works	explain personal reactions to artistic choices made in drama and theatre works	evaluate the artistic choices in drama and theatre works	synthesize what is seen, felt, and heard in drama and theatre works to develop criteria for personal artistic choices	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board

Essential Questions to consider as you align your curriculum to these standards: How do theatre artists comprehend the essence of drama processes and theatre experiences?

Theatre - Responding									
Anchor Standard #8: Construct meaningful interpretations of artistic work.									
Enduring Understanding: Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
describe a setting in creative drama	discuss how setting can influence character actions in creative drama	describe how setting influences character actions and consequences in creative drama	discuss ways to develop a character for a creative drama	compare character qualities in drama or theatre works	explain how cultural perspectives influence personal responses to characters in drama and theatre works	analyze how cultural perspectives influence the evaluation of drama and theatre work	analyze how artistic choices are developed from personal experiences in drama and theatre works	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How can the same work of art communicate different messages to different people?									

Theatre - Responding									
Anchor Standard #9: Apply criteria to evaluate artistic work.									
Enduring Understanding: Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify design elements in guided creative drama	describe design elements in guided creative drama	discuss design elements in guided creative drama	compare design elements in creative drama	propose criteria to evaluate drama and theatre works	implement criteria to evaluate drama and theatre works	evaluate drama and theatre works using supporting evidence	analyze a drama or theatre work using personal aesthetics and artistic criteria	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?									

Theatre - Connecting									
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to create art.									
Enduring Understanding: Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.									
Kindergarten	1 st	2 nd	3 rd	4 th	5 th	6 th -8 th	9th-12th	Discipline-Specific Vocabulary	Resources
identify similarities between characters and oneself in guided creative drama	describe similarities between characters and oneself in a guided creative drama;	compare character experiences to personal experiences in creative drama	discuss personal experiences and knowledge to make connections to community and culture in creative drama	identify the ways drama and theatre work reflect the perspectives of a community or culture	explain how drama and theatre work connects one to a community or culture	research how cultural perspectives, community ideas, and personal beliefs impact a drama or theatre work	collaborate on drama or theatre work that examines a critical issue using various perspectives	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Essential Questions to consider as you align your curriculum to these standards: What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy?									

Theatre - Connecting									
Anchor Standard #11: Relate artistic ideas and works with societal, cultural and historical context to deepen understanding, including artistic ideas and works by American Indians.									
Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.									
Kindergarten	1st	2nd	3rd	4th	5th	6th-8th	9th-12th	Discipline-Specific Vocabulary	Resources
identify similarities and differences in stories from multiple cultures	describe similarities and differences in stories from multiple cultures	compare similarities and differences in stories from multiple cultures through creative drama experiences	describe how stories are adapted from literature to become drama or theatre works	discuss cross-cultural approaches to storytelling in drama and theatre works	investigate historical, global, and cultural issues in drama and theatre works	use different forms of drama and theatre work to examine contemporary, social, cultural, or global issues	analyze the social, historical, and cultural contexts of drama and theatre works	Glossary	Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
<p>Essential Questions to consider as you align your curriculum to these standards: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>									

Artistic Processes and Anchor Standards: Grade by Grade View

Theatre – Kindergarten		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. identify ways in which movement may be used to create or retell a story</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. express original ideas in guided creative drama</p> <p>Anchor Standard #3: Refine and complete artistic work. identify plot details in guided creative drama;</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p> <p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>PERFORMING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. use facial expressions to communicate character and emotions in guided creative drama</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. identify various design elements in guided creative drama</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. use voice and sound in guided creative drama</p>		
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. describe a response to characters in guided creative drama</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. describe a setting in creative drama</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. identify design elements in guided creative drama</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. identify similarities between characters and oneself in guided creative drama</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. identify similarities and differences in stories from multiple cultures</p>		

Theatre – First Grade		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. identify ways in which gestures and movement may be used to create or retell a story Anchor Standard #2: Organize and develop artistic ideas and work. contribute to the development of a sequential plot in guided creative drama Anchor Standard #3: Refine and complete artistic work. contribute to the adaptation of the plot in guided creative drama		
PERFORMING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. use body, face, gesture, and voice to communicate character and emotions in guided creative drama Anchor Standard #5: Develop and refine artistic techniques and work for presentation. experiment with design elements in creative drama Anchor Standard #6: Convey meaning through the presentation of artistic work. use movement and gesture to communicate emotions in guided creative drama		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. discuss an emotional response to guided creative drama Anchor Standard #8: Construct meaningful interpretations of artistic works. discuss how setting can influence character actions in creative drama Anchor Standard #9: Apply criteria to evaluate artistic work. describe design elements in guided creative drama		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. describe similarities between characters and oneself in a guided creative drama Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. describe similarities and differences in stories from multiple cultures		

Theatre – Second Grade		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. identify ways in which voice and sounds may be used to create or retell a story Anchor Standard #2: Organize and develop artistic ideas and work. develop dialogue in creative drama Anchor Standard #3: Refine and complete artistic work. contribute to the adaptation of dialogue in a creative drama		
PERFORMING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. alter voice and body to expand and articulate character in creative drama experiences Anchor Standard #5: Develop and refine artistic techniques and work for presentation. identify the basic design elements in creative drama experiences Anchor Standard #6: Convey meaning through the presentation of artistic work. contribute original ideas or choices to group creative drama experiences		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. describe the artistic choices made in creative drama experiences Anchor Standard #8: Construct meaningful interpretations of artistic works. describe how setting influences character actions and consequences in creative drama Anchor Standard #9: Apply criteria to evaluate artistic work. discuss design elements in guided creative drama		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. compare character experiences to personal experiences in creative drama Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. compare similarities and differences in stories from multiple cultures through creative drama experiences		

Theatre – Third Grade		
CREATING	Discipline-Specific Vocabulary Glossary	Resources
Anchor Standard #1: Generate and conceptualize artistic ideas and work. experiment with character choices in creative drama Anchor Standard #2: Organize and develop artistic ideas and work. devise original ideas for a creative drama experience Anchor Standard #3: Refine and complete artistic work. collaborate to revise ideas of creative drama		Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
PERFORMING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. determine how movement and voice are incorporated into creative drama experiences Anchor Standard #5: Develop and refine artistic techniques and work for presentation. describe design elements in a creative drama experience Anchor Standard #6: Convey meaning through the presentation of artistic work. rehearse and discuss reflections about a drama experience		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. discuss artistic choices and how they shape reactions to drama and theatre works Anchor Standard #8: Construct meaningful interpretations of artistic works. discuss ways to develop a character for a creative drama Anchor Standard #9: Apply criteria to evaluate artistic work. compare design elements in creative drama		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. discuss personal experiences and knowledge to make connections to community and culture in creative drama Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. describe how stories are adapted from literature to become drama or theatre works		

Theatre – Fourth Grade		
<p>CREATING</p> <p>Anchor Standard #1: Generate and conceptualize artistic ideas and work. design technical elements that support the story and drama experiences</p> <p>Anchor Standard #2: Organize and develop artistic ideas and work. develop original ideas for characters and plot in a theatre performance</p> <p>Anchor Standard #3: Refine and complete artistic work. revise an improvised or scripted theatre work</p>	<p>Discipline-Specific Vocabulary</p> <p>Glossary</p>	<p>Resources</p> <p>Create your own standards handbook</p> <p>Link to National Core Arts Standards</p>
<p>PERFORMING</p> <p>Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. make physical and vocal choices to develop a character in a drama experience</p> <p>Anchor Standard #5: Develop and refine artistic techniques and work for presentation. discuss the use of technical elements to enhance a drama experience</p> <p>Anchor Standard #6: Convey meaning through the presentation of artistic work. perform small-group drama and theatre works to an audience</p>		<p>Link to OPI IEFA Resources</p> <p>Model Assessments</p> <p>The Arts and the Common Core (2014) – The College Board</p>
<p>RESPONDING</p> <p>Anchor Standard #7: Perceive and analyze artistic work. identify artistic choices made through participation in and observation of drama and theatre works</p> <p>Anchor Standard #8: Construct meaningful interpretations of artistic works. compare character qualities in drama or theatre works</p> <p>Anchor Standard #9: Apply criteria to evaluate artistic work. propose criteria to evaluate drama and theatre works</p>		
<p>CONNECTING</p> <p>Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. identify the ways drama and theatre work reflect the perspectives of a community or culture</p> <p>Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. discuss cross-cultural approaches to storytelling in drama and theatre works</p>		

Theatre – Fifth Grade		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. implement design ideas that support the story in a drama or theatre work Anchor Standard #2: Organize and develop artistic ideas and work. participate in specific responsibilities required to present a drama or theatre work informally to an audience Anchor Standard #3: Refine and complete artistic work. evaluate choices to improve an improvised or scripted drama or theatre work;		
PERFORMING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. experiment with physical and vocal choices to create meaning in drama and theatre works Anchor Standard #5: Develop and refine artistic techniques and work for presentation. demonstrate the use of technical elements in drama and theatre works Anchor Standard #6: Convey meaning through the presentation of artistic work. present drama and theatre works informally for an audience		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. explain personal reactions to artistic choices made in drama and theatre works Anchor Standard #8: Construct meaningful interpretations of artistic works. explain how cultural perspectives influence personal responses to characters in drama and theatre works Anchor Standard #9: Apply criteria to evaluate artistic work. implement criteria to evaluate drama and theatre works		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. explain how drama and theatre work connects one to a community or culture Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. investigate historical, global, and cultural issues in drama and theatre works		

Theatre – Sixth - Eighth Grades		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. develop a character in a drama or theatre work		
Anchor Standard #2: Organize and develop artistic ideas and work.. demonstrate leadership and collaboration when developing a drama or theatre work		
Anchor Standard #3: Refine and complete artistic work.. analyze scripted drama and theatre works		
PERFORMING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. identify the essential events in a story or script that make up the dramatic structure		
Anchor Standard #5: Develop and refine artistic techniques and work for presentation. analyze how technical elements enhance drama and theatre works		
Anchor Standard #6: Convey meaning through the presentation of artistic work. perform a rehearsed drama or theatre work for an audience		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. evaluate the artistic choices in drama and theatre works		
Anchor Standard #8: Construct meaningful interpretations of artistic works. analyze how cultural perspectives influence the evaluation of drama and theatre work		
Anchor Standard #9: Apply criteria to evaluate artistic work. evaluate drama and theatre works using supporting evidence		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. research how cultural perspectives, community ideas, and personal beliefs impact a drama or theatre work		
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. use different forms of drama and theatre work to examine contemporary, social, cultural, or global issues		

Theatre – Ninth - Twelfth Grades		
CREATING	Discipline-Specific Vocabulary Glossary	Resources Create your own standards handbook Link to National Core Arts Standards Link to OPI IEFA Resources Model Assessments The Arts and the Common Core (2014) – The College Board
Anchor Standard #1: Generate and conceptualize artistic ideas and work. examine the roles of character, story, playwright, theatre tradition, and genre in a drama or theatre work		
Anchor Standard #2: Organize and develop artistic ideas and work.. analyze the collaborative relationship of the actor, director, and playwright in creating a drama or theatre work		
Anchor Standard #3: Refine and complete artistic work. refine design choices to support the story and impact of devised or scripted drama and theatre works		
PERFORMING		
Anchor Standard #4: Select, analyze, and interpret artistic work for presentation. apply a variety of acting techniques in the rehearsal and performance of drama and theatre works		
Anchor Standard #5: Develop and refine artistic techniques and work for presentation. apply technical elements to enhance the production of drama and theatre works		
Anchor Standard #6: Convey meaning through the presentation of artistic work. perform a rehearsed scripted drama or theatre work for a specific audience		
RESPONDING		
Anchor Standard #7: Perceive and analyze artistic work. synthesize what is seen, felt, and heard in drama and theatre works to develop criteria for personal artistic choices		
Anchor Standard #8: Construct meaningful interpretations of artistic works. analyze how artistic choices are developed from personal experiences in drama and theatre works		
Anchor Standard #9: Apply criteria to evaluate artistic work. analyze a drama or theatre work using personal aesthetics and artistic criteria		
CONNECTING		
Anchor Standard #10: Synthesize and relate knowledge and personal experiences to make art. collaborate on drama or theatre work that examines a critical issue using various perspectives		
Anchor Standard #11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding, including traditional and contemporary artistic ideas and works by American Indians. analyze the social, historical, and cultural contexts of drama and theatre works		

Glossary

Acting techniques specific skills, pedagogies, theories, or methods of investigation used by an actor to prepare for a drama experience or theatre performance

Actor a person who performs in a drama, theatre, film or video work

Blocking the precise movement of actors on a stage in order to tell a story in a play, ballet, film or opera

Character the features and traits that form the individual nature of a person, real or fictional, in a drama or theatre work

Conflict the problem, confrontation, or struggle in a scene or play; conflict may be internal or external

Costume a particular style of clothing worn to portray a character

Creative drama a process-centered, non-exhibitional approach to drama intended to benefit the performers themselves; story drama and process drama are two types of creative drama

Creative process the process through which theatre artists explore, discover and convey meaning in a devised or scripted performance

Design a plan or drawing to show the look and function of the design elements in a drama or theatre work

Designer the person(s) in charge of creating the look of the scenic, costume, lighting, sound, and properties, often these elements are designed by different people who form the design team

Devise the process of creating an original performance piece with an ensemble of theatre artist (e.g. performers, writers, directors, designers, technicians)

Dialogue a conversation between two or more characters

Director the facilitator of the creative and collaborative process; determines the concept of a drama or theatre work and leads the collaborative team

Drama from the Greek word *dram* meaning *action*, drama describes the literary components of a play. In theatre education, the term is also used to describe a process oriented exploration of story and character

Dramatic concept a plan or intention that guides the initial phase of development of a drama or theatre work

Dramatic structure The sequence a play, with five elements that include exposition, rising action, climax or turning point, falling action, and denouement

Focus commitment by a participant (an actor, technician, director) to remain in the scope of the project or to stay within the world of the play

Genre relating to a specific kind or type of drama and theatre such as a tragedy, drama, melodrama, comedy, or farce

Gesture an expressive and planned movement of the body or limbs

Given circumstances the environment or accepted reality and conventions of the story, including the choices made by the playwright

Improvise the spontaneous, intuitive, and immediate response of movement and speech in a drama experience or theatre performance

Imagined worlds a set of imagined circumstances created collectively by participants in a drama experience

Objective a goal or particular need or want that a character has within a scene or play

Obstacle the character, object, or circumstance preventing a character from achieving their objective

Physiological relating to the physical; a character's or performer's physical actions or reactions to events in a drama or theatre work

Playwright a person who writes dramatic literature and plays; also referred to as dramatists, scriptwriter, screenwriter

Plot a narrative as revealed through the action and/or dialogue; traditionally, a plot has the elements of exposition, inciting incident, conflict, rising action, climax, and resolution or falling action

Process drama a non-linear, episodic, process-centered and improvised form of drama in which teacher and students are in-role exploring and reflecting on an issue, story, theme, problem or idea in a non-exhibitional format that is intended to benefit the performers themselves

Production elements technical elements selected for use in a specific production, including sets, sound, costumes, lights, music, props, and make-up, as well as elements specific to the production such as puppets, masks, special effects, or other storytelling devices/concepts.

Properties (Props) articles handled or carried by the actor on stage

Scene a portion of a larger play or story

Scenery the background and larger objects such as furniture to represent a location or setting in a drama or theatre work

Script the copy of the text of a play

Scripted drama a piece of writing for the theatre that includes a description of the setting, a list of the characters, the dialogue, and the action of the characters

Stagecraft the technical aspect of theatrical, film, and video production; includes constructing and rigging scenery, hanging and focusing lighting, design and procurement of costumes and makeup, procurement or building of props and recording and mixing of sound; considered a technical rather than an artistic field, it is primarily the practical implementation of a designer's artistic vision.

Staging patterns of movement in a scene or play including, for example, stage crosses, entrances, and exits which help to convey meaning

Story drama an episodic, process-centered and improvised form of drama that uses existing literature as a starting point for drama exploration; explores implied moments (before, after, or within) that may not exist in the story and is a non-exhibitional format that is intended to benefit the performers themselves

Story elements characters, setting, dialogue, and plot that create a story in a work of drama or theatre

Tactic the means by which a character seeks to achieve their objective, the selection of tactics are based on the obstacle presented; in acting and directing a tactic refers to a specific action verb

Teacher-guided drama experience a drama experience that is lead by the classroom teacher, through side-coaching, narration, and prompting; the action of the drama does not stop in order for the leader to support the students; teacher may guide participants in or out of role

Technical elements the elements that contribute to the look of a drama or theatre work such as furniture and scenery, properties, lights, costumes and make-up, music and sound, which working together create a unified and meaningful design for a theatrical production

Theatre from the Greek word *theatron*, “seeing place,” involves actors performing a story in front of a live audience, also a place, especially a building, where plays, opera, music, or films are presented

Theatre conventions practices and/or devices that the audience and actors accept in the world of the play even when it is not realistic, such as a narrator, flashback, or an aside

Theme the aspect of the human condition under investigation in the drama; it can be drawn from unifying topics or questions across content areas

Montana Program Standards

10.55.901 BASIC EDUCATION PROGRAM: ELEMENTARY

(1) An elementary school shall have an education program aligned to the program area standards that enables students to meet the content standards and content-specific grade-level learning progressions.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.902 BASIC EDUCATION PROGRAM: MIDDLE GRADES

(1) A school with middle grades must have an education program aligned to the program area standards that enables all students to meet the content standards and content-specific grade-level learning progressions.

(2) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a 7 and 8 grade program that must follow either the middle school philosophy and components described in (3) or the departmentalized philosophy and components described in (4).

(3) The Board of Public Education, upon recommendation of the Superintendent of Public Instruction, may approve a middle school program that:

(a) addresses the unique nature of middle-grade children by focusing on their intellectual, social, emotional, and physical development. To put such philosophy into practice, a middle school must have flexibility to:

(i) approach instruction, scheduling, and teaching in a variety of ways;

(ii) undertake interdisciplinary work; and

(iii) plan blocks of coursework deriving from the intellectual, social, emotional, and physical needs of middle school students.

(b) incorporates critical and creative thinking, career awareness, lifelong learning, and safety;

(c) incorporates instruction in reading literacy and writing literacy into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53;

(d) includes, at a minimum, the following program areas, required of all students yearly:

(i) English language arts;

(ii) mathematics;

(iii) physical and life sciences;

(iv) social studies; and

(v) health enhancement.

(e) at a minimum maintains the following required program areas:

(i) visual arts including, but not limited to art history, art criticism, aesthetic perception, and production;

(ii) music including, but not limited to general, instrumental, and vocal (emphasizing comprehensive music elements, music history, criticism, aesthetic perception, and musical production);

(iii) career and technical education courses or pathways such as agriculture, business education, family and consumer sciences, health occupations and industrial technology education; and

(iv) world languages.

(f) offers as electives to all students exploratory courses such as creative writing, dance, drama, financial education, photography, and leadership.

(4) A junior high (grades 7-9) or 7-8 school must offer an educational program, aligned to the program area standards, that enables all students to meet the content standards and content-specific grade-level progressions.

(a) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(b) All students shall complete the following program areas each year:

(i) English language arts--1 unit;

(ii) social studies--1 unit;

(iii) mathematics--1 unit;

(iv) science--1 unit; and

(v) health enhancement--1/2 unit.

(c) All students must be allowed to elect from the following program area offerings:

(i) visual arts--1/2 unit;

(ii) music--1/2 unit;

(iii) career and technical education--1/2 unit; and

(iv) world languages and cultures--1/2 unit.

(d) A unit is defined as the equivalent of at least 8100 minutes for one school year.

(e) Time to pass between classes may be counted toward the standard school day but shall not be counted toward class time.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.904 BASIC EDUCATION PROGRAM OFFERINGS: HIGH SCHOOL

(1) The basic education program, aligned to the program area standards, for grades 9 through 12 shall be at least 20 units of coursework that enable all students to meet the content standards and content-specific grade-level learning progressions.

(2) Instruction in reading literacy and writing literacy shall be incorporated into all required and elective program areas as required in the Montana Common Core Standards, ARM Title 10, chapter 53.

(3) Minimum offerings shall include at least the following:

- (a) 4 units of English language arts;
- (b) 3 units of mathematics;
- (c) 3 units of science;
- (d) 3 units of social studies;
- (e) 2 units of career and technical education;
- (f) 2 units of arts;
- (g) 1 unit of health enhancement;
- (h) 2 units of world languages; and
- (i) 2 units of electives.

History: 20-2-114, MCA; IMP, 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 1998 MAR p. 2707, Eff. 10/9/98; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2012 MAR p. 2042, Eff. 7/1/13.

10.55.1201 ARTS PROGRAM DELIVERY STANDARDS

(1) In general, a basic program in arts shall:

(a) meet the following conditions:

- (i) incorporate visual arts (e.g., drawing, painting, printmaking, photography, film, electronic media, sculpture, applied design, installation);
- (ii) incorporate performing arts, including music (e.g., choral music, instrumental music, music appreciation), theater (e.g., drama, play production), and dance;
- (iii) provide instruction that includes history of the arts, criticism, production, performance, and aesthetics; and
- (iv) encourage a variety of co-curricular offerings (e.g., drama, literary and art publications, performance groups, arts clubs) and other avenues for students to practice their artistic skills in the community and the world.

(b) include the following practices:

- (i) structure activities to allow students to develop techniques in the arts;
- (ii) allow students to explore the elements of artistic composition and a variety of media, functions, styles, and presentation forms;
- (iii) provide access to exemplary works of art from diverse cultures and historical periods and access to current materials, techniques, technology, and processes in the arts; and
- (iv) provide real audiences for student performance and products, display areas, and performance areas (e.g., stages, galleries, fairs).

History: Sec. 20-2-114, MCA; IMP, Sec. 20-2-121, 20-3-106, 20-7-101, MCA; NEW, 1989 MAR p. 342, Eff. 7/1/89; AMD, 2000 MAR p. 3340, Eff. 12/8/00; AMD, 2001 MAR p. 953, Eff. 6/8/01.

See the [Administrative Rules of Montana, Chapter 55](#) for additional information about accreditation and program delivery standards.

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