



**Curriculum Program for
Arts and Literacy, PreK-12**

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Standards Correlations
New York

Learning Standards For the Arts

Free download (PDF) online
www.DramaEd.net/supplements.htm

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BACKGROUND

Why Create this Supplement?

The Drama Game File is a standards-based curriculum program. The Arts Standards section on the CD-ROM teaches the user how to connect the games and techniques of the program to content standards for theatre, the other arts, and other academic subject areas. Be sure to read this section in addition to using this supplement.

The specific standards used on the CD-ROM come from the national and California state theatre arts standards. To further assist teachers and administrators, we have created a free supplement that correlates The Drama Game File to a state's adopted theatre arts content standards. The supplement lists the sections from the CD-ROM that can be used to teach specific theatre arts standards in grades K-12. Not all standards are included, particularly those related to technical theatre. However, our program can be used for the majority of any state's theatre standards. Download and print the free supplement, then store it in the rear pocket of your Companion Notebook.

About The Drama Game File

This comprehensive curriculum program is designed for use by teachers in grades preschool through high school for arts education and literacy development. The three components to the full kit are:

2nd Edition CD-ROM. Contains the complete curriculum (equal to a 500-page teacher's manual.) User prints as needed.

Companion Notebook. Contains the 210 printable pages from the CD-ROM with 10 plastic tabs and bonus material in a durable and portable coil-bound book. For use with the CD-ROM.

The Character Cards Box Set. 644 flash cards from the CD-ROM to use as creative inspiration during the games. Produced as durable 3x5 playing cards in a portable box with tabs and 50 activity ideas for arts and literacy. For product details and special offers, visit us online at www.DramaEd.net.

About the NY State Learning Standards For the Arts

The content standards used in this supplement come from the New York State Learning Standards For the Arts published by the New York State Education Department in 1996. Learn more online and download a copy of the standards at www.emsc.nysed.gov/ciai/arts.html

INSTRUCTIONS

How to Use this Supplement

Insert the 2nd Edition CD-ROM into your computer and follow instructions until the Welcome page is displayed. Click on Table of Contents. You are now ready to use this supplement to connect your theatre standards to The Drama Game File. Remember that you may need to use standards from different grade levels than yours to match your students' abilities and needs (e.g., 4th grade students new to theatre may need to start with standards from grades PK-2.)

Standards (pg. 3): These are the four big ideas in the arts that apply to all grade levels in New York. Use the listed pages on the CD-ROM to find material applicable to each broad standard in general.

Performance Indicators (pg. 4): This supplement includes only those indicators that can be taught with our curriculum. Sections are included for each of the four levels in the New York Arts Standards. A shorthand number for each indicator is noted on the far left. The Key is as follows:
E.1.a = Elementary, Standard 1, Performance Indicator (a)
I.3.b = Intermediate, Standard 3, Performance Indicator (b)
CGE = Commencement-General Education
CMS = Commencement-Major Sequence

Links Pathway: Click each link in the order listed from left to right (starting at the Table of Contents page) until you reach the final destination, where you will find material (and links to additional related material) that help teach the standard or concept listed in the left column. Make adaptations as needed to fit the concept to the game(s)/curriculum. Navigation tip: scroll to the bottom on any page and you will find a quick link back to the Table of Contents.

Book and Cards: The far right columns show if the standard or concept can also be taught by using the book (Companion Notebook) and/or cards (The Character Cards Box Set) products that are part of the complete kit for The Drama Game File.

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Standards Correlations for New York

Learning Standards For the Arts

STANDARDS (For all levels)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p>1. Creating, Performing, and Participating in the Arts Students will create and perform theatre pieces as well as improvisational drama. They will understand and use the basic elements of theatre in their characterizations, improvisations, and play writing. Students will engage in individual and group theatrical and theatre-related tasks, and will describe the various roles and means of creating, performing, and producing theatre.</p>	<ul style="list-style-type: none"> • Index of Games for drama activities for creative expression and exploration. • Character Cards for starting ideas for creative expression, scene work, and character detail. • Teaching Strategies to learn how to plan and lead lessons with greater focus, creative expression, reflection, and depth of learning. • Drama Skills for the elements and skills of creative expression in drama. • Instructions > Glossary of Terms for definitions of theatre terms, concepts, and jobs.
<p>2. Knowing and Using Arts Materials and Resources Students will know the basic tools, media, and techniques involved in theatrical production. Students will locate and use school, community, and professional resources for theatre experiences. Students will understand the job opportunities available in all aspects of theatre.</p>	<ul style="list-style-type: none"> • Instructions > Glossary of Terms for definitions of theatre terms, concepts, and jobs. • Lesson Plan Sections > The Place to learn about different spaces for game playing. • Lesson Plan Sections > The Props to learn about needed props and additional ideas for collecting props to use in creative exploration through drama.
<p>3. Responding To and Analyzing Works of Art Students will reflect on, interpret, and evaluate plays and theatrical performances, both live and recorded, using the language of dramatic criticism. Students will analyze the meaning and role of theatre in society. Students will identify ways in which drama/theatre connects to film and video, other arts, and other disciplines.</p>	<ul style="list-style-type: none"> • Instructions > Glossary of Terms for definitions of theatre terms and concepts to use in evaluation. • Character Cards for details in character and story that inform acting choices. • Arts Standards > Assessment > Constructive Feedback for guidance on evaluation comments. • Arts Standards > Assessment for resources to help with evaluation and reflection. • Index of Games > School Subjects > Music, Dance, and Visual Arts for games and concepts that overlap among the four arts.
<p>4. Understanding the Cultural Dimensions and Contributions of the Arts Students will gain knowledge about past and present cultures as expressed through theatre. They will interpret how theatre reflects the beliefs, issues, and events of societies past and present.</p>	<ul style="list-style-type: none"> • Instructions > Glossary of Terms for definitions of theatre history terms. • Teacher Talk > Evaluation Questions for examples of reflective questions to ask. • Index of Games > School Subjects > Social Studies for games to use to teach history and culture.

Standards Correlations for New York Learning Standards For the Arts

PERFORMANCE INDICATORS Elementary (Grades PreK-4)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
E.1.a	Use creative drama to communicate ideas and feelings	• Index of Games • Character Cards • Teaching Strategies	✓	✓
E.1.b	Imitate experiences through pantomime, play making, dramatic play, story dramatization, story telling, and role playing	• Index of Games > Drama Categories • Character Cards • Teaching Strategies	✓	✓
E.1.c	Use language, voice, gesture, movement, and observation to express their experiences and communicate ideas and feelings	• Index of Games > Grade Levels/Ages • Character Cards • Teaching Strategies	✓	✓
E.1.d	Use basic props, simple set pieces, and costume pieces to establish place, time, and character for the participants	• Index of Games > Grade Levels/Ages • Lesson Plan Sections > The Props	✓	✓
E.1.e	Identify and use in individual and group experiences some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama	• Instructions > Glossary of Terms • Index of Games > Drama Categories > Improvisation • Character Cards • Teaching Strategies	✓	✓
E.2.a	Visit theaters, theatre-related facilities, and/or touring companies to observe aspects of theatrical production	• Instructions > Glossary of Terms > Elements of Theatre	✓	✓
E.2.c	Attend theatrical performances in their school and demonstrate appropriate audience behavior	• Teaching Strategies > Teaching Audience Etiquette	✓	
E.3.a	Discuss their understanding, interpretation, and evaluation of a theatrical performance using basic theatre terminology	• Instructions > Glossary of Terms • Arts Standards > Assessment > Constructive Feedback	✓	✓
E.4.a	Dramatize stories and folktales from various cultures	• Index of Games > School Subjects > Language Arts	✓	✓
E.4.b	Engage in drama/theatre activities including music, dance and games which reflect other cultures and ethnic groups	• Index of Games > School Subjects > Music, Dance, and Visual Arts • Character Cards • Teaching Strategies	✓	✓
E.4.c	Discuss how classroom theatre activities relate to their lives	• Index of Games > Drama Skills • Teacher Talk > Evaluation Questions	✓	✓

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PERFORMANCE INDICATORS Intermediate (Grades 5-8)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
I.1.a	Use improvisation and guided play writing to communicate ideas and feelings	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Improvisation and Playwriting • Character Cards • Teaching Strategies 	✓	✓
I.1.b	Imitate various experiences through pantomime, play making, dramatic play, story dramatization, storytelling, role playing, improvisation and guided play writing	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories • Character Cards • Teaching Strategies 	✓	✓
I.1.c	Use language, voice, gesture, movement and observation to create character and interact with others in improvisation, rehearsal, and performance	<ul style="list-style-type: none"> • Index of Games ➤ Drama Skills and Drama Categories • Index of Games ➤ Grade Levels/Ages ➤ Middle School • Character Cards • Teaching Strategies 	✓	✓
I.1.d	Create props, scenery, and costumes through individual and group effort	<ul style="list-style-type: none"> • Index of Games ➤ Grade Levels/Ages ➤ Middle School • Lesson Plan Sections ➤ The Props 	✓	✓
I.1.e	Identify and use, in individual and group experiences, some of the roles, processes, and actions for performing and creating theatre pieces and improvisational drama within the school/community, and discuss ways to improve them	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms • Index of Games ➤ Drama Categories ➤ Improvisation • Character Cards • Teaching Strategies • Arts Standards ➤ Assessment 	✓	✓
I.2.a	Visit theatre technology facilities, including the local high school facility, and interact with professionals and theatre students to learn about theatre technology (e.g., lighting, staging, sound, etc.)	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms ➤ Elements of Theatre 	✓	✓
I.2.c	Know about local theatrical institutions, attend performances in school and in the community, and demonstrate appropriate audience behavior	<ul style="list-style-type: none"> • Teaching Strategies ➤ Teaching Audience Etiquette 	✓	✓
I.2.d	Discuss vocations/avocations with theatre professionals and identify the skills and preparation necessary for theatre vocations/avocations	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms ➤ Jobs of Theatre 	✓	✓
I.3.a	Use the techniques and vocabulary of theatre criticism, both written and oral, to discuss theatre experiences and improve individual and	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms • Arts Standards ➤ Assessment ➤ Constructive Feedback 	✓	✓

Standards Correlations for New York Learning Standards For the Arts

	group performances			
I.3.b	Identify the use of other art forms in theatre productions	• Instructions ➤ Glossary of Terms	✓	✓
I.4.a	Improvise scenes based on information about various cultures	• Index of Games ➤ School Subjects ➤ Social Studies • Index of Games ➤ Drama Categories ➤ Improvisation	✓	✓
I.4.b	Create intercultural celebrations using props, settings and costumes	• Index of Games ➤ School Subjects ➤ Special Events • Character Cards • Lesson Plan Sections ➤ The Props	✓	✓
I.4.c	Explain how drama/theatre experiences relate to themselves and others	• Index of Games ➤ Drama Skills • Teacher Talk ➤ Evaluation Questions	✓	✓

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PERFORMANCE INDICATORS Commencement-General Education (Grades 9-12)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
CGE.1.a	Write monologues and scenes to communicate ideas and feelings	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation and Playwriting • Character Cards 	✓	✓
CGE.1.b	Enact experiences through pantomime, improvisation, play-writing and script analysis	<ul style="list-style-type: none"> • Index of Games > Drama Categories • Character Cards • Teaching Strategies 	✓	✓
CGE.1.c	Use language, techniques of sound projection (articulation, enunciation, diction and phrasing), techniques of body, movement, posture, stance, gesture and facial expression and analysis of script to personify character(s); interact with others in improvisation, rehearsal and performance; and communicate ideas and feelings	<ul style="list-style-type: none"> • Index of Games > Drama Skills and Drama Categories • Index of Games > Grade Levels/Ages > High School • Character Cards • Teaching Strategies 	✓	✓
CGE.1.e	Make acting, directing, and design choices that support and enhance the intent of the class, school, and/or community productions	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization and Directing • Instructions > Glossary of Terms • Character Cards 	✓	✓
CGE.2.d	Understand a broad range of vocations/avocations in performing, producing, and promoting theatre	<ul style="list-style-type: none"> • Instructions > Glossary of Terms > Jobs of Theatre 	✓	✓
CGE.3.a	Articulate an understanding, interpretation, and evaluation of a theatre piece as drama and as a realized production, using appropriate critical vocabulary	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Arts Standards > Assessment > Constructive Feedback 	✓	✓
CGE.3.b	Evaluate the use of other art forms in a theatre production	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Arts Standards > Assessment 	✓	✓
CGE.3.c	Explain how a theatrical production exemplifies major themes and ideas from other disciplines	<ul style="list-style-type: none"> • Lesson Plan Sections > Content Areas/Integration Ideas 	✓	✓
CGE.4.b	Using the basic elements of theatre (e.g., speech, gesture, costume, etc.), explain how different theatrical productions represent the cultures from which they come	<ul style="list-style-type: none"> • Instructions > Glossary of Terms > Elements of Theatre 	✓	✓

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PERFORMANCE INDICATORS Commencement-Major Sequence (Grades 9-12)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
CMS.1.a	Write plays to communicate their ideas and feelings	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Playwriting • Character Cards 	✓	✓
CMS.1.b	Collaborate in the development of original works which reflect life experiences	<ul style="list-style-type: none"> • Index of Games > Drama Categories • Character Cards 	✓	✓
CMS.1.c	Use vocal, movement, and body techniques to create complex characters in monologues, oral interpretation, and scene study	<ul style="list-style-type: none"> • Index of Games > Drama Skills and Drama Categories • Character Cards • Teaching Strategies 	✓	✓
CMS.1.e	Carry out acting, directing and design choices which support and enhance the intent of the production	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation and Directing • Character Cards 	✓	✓
CMS.2.c	Cooperate in an ensemble as performers, designers, technicians, and managers to create a theatrical production	<ul style="list-style-type: none"> • Index of Games > Drama Skills > Cooperation/Collaboration 	✓	✓
CMS.3.a	Develop a critical vocabulary through the reading and discussion of professional criticism	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Arts Standards > Assessment > Constructive Feedback 	✓	✓
CMS.3.c	Design a plan for improving performances, using past and present critiques	<ul style="list-style-type: none"> • Arts Standards > Assessment > Constructive Feedback 	✓	
CMS.3.d	Explore various other art forms and technologies, using them as theatre projects	<ul style="list-style-type: none"> • Index of Games > School Subjects > Music, Dance, and Visual Arts 	✓	✓
CMS.3.e	Explain how theatre can enhance other subjects in the curriculum	<ul style="list-style-type: none"> • Lesson Plan Sections > Content Areas/Integration Ideas 	✓	✓