



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

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**Standards Correlations
West Virginia**

**21st Century Theatre Content
Standards and Objectives**

**Free download (PDF) online
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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 21st Century Theatre Content Standards and Objectives

The content standards used in this supplement come from the 21st Century Theatre Content Standards and Objectives for West Virginia Schools published by the West Virginia State Board of Education in 2008. Learn more online and download a copy of the standards at <http://wvde.state.wv.us/policies/csos.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 five big ideas in the arts that apply to all grade levels in West Virginia. Use the listed pages on the CD-ROM to find material applicable to each standard in general.

Objectives (pg. 4): This supplement includes only those objectives that can be taught with our curriculum. The shorthand number (UEN) for each standard is noted on the far left. Sections are included for each of the four levels in the West Virginia Theatre Standards document.

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 West Virginia

21st Century Theatre Content Standards and Objectives

STANDARDS (For all levels)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
<p>1. Scriptwriting Students will devise scripts through improvising, adapting, writing and refining texts based on personal experience and heritage, imagination, literature and history.</p>	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation, Playwriting, and Storytelling for games that can be used to develop scenes and stories to turn into scripted material. • Character Cards for starting ideas for scenes and stories in improvisation and devising. • Index of Games > School Subjects > Language Arts, and Social Studies for games that can be used to dramatize literature or historical events and themes.
<p>2. Acting Students will act by developing, communicating, and sustaining characters in improvisations and informal or formal productions.</p>	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation, and Characterization for games that develop acting and improvisational abilities. • Character Cards for starting ideas for scenes and character detail. • Index of Games > Drama Skills to find creative activities that develop 22 specific acting skills. • Teaching Strategies to learn how to plan and lead lessons with greater focus and creative expression.
<p>3. Designing and Producing Students will design and produce by conceptualizing and realizing artistic interpretations for informal or formal productions.</p>	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization for games that develop understanding of character, mood, and story. • Instructions > Glossary of Terms for definitions of theatre terms and theatre jobs. • Character Cards for details in character and story that inform design choices.
<p>4. Directing Students will direct by interpreting dramatic texts and organizing and conducting rehearsals for theatrical projects and productions.</p>	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Directing for games that develop directing abilities. • Instructions > Glossary of Terms for definitions of theatre terms and theatre jobs. • Character Cards for starting ideas for scenes, stories, and character detail.
<p>5. Making meaning through connections Students will construct meaning by analyzing, comparing, critiquing and integrating concepts from theatre and other art forms from a variety of contexts and cultures.</p>	<ul style="list-style-type: none"> • Instructions > Glossary of Terms for definitions of theatre terms, genres, and concepts. • Index of Games > School Subjects > Music, Dance, and Visual Arts for activities that teach concepts in other art forms and make connections between art forms. • Arts Standards > Assessment > Evaluation Questions for tips on asking questions that promote reflection and analysis. • Index of Games > Drama Skills to learn about acting skills and concepts.

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OBJECTIVES Level I		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
LI.1.01	Select materials for adaptation for performance (e.g. Stories, children’s books, myths, folktales, fables, personal experiences, songs) and analyze the content of the material for dramatic elements including exposition, conflict, climax, resolution, character relationships, actions and obstacles.	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms • Character Cards • Index of Games ➤ School Subjects ➤ Language Arts 	✓	✓
LI.1.02	Experiment with stories to create a variety of theatrical forms (reader’s theatre, improvisation, tableau, pantomime).	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Improvisation and Pantomime • Index of Games ➤ Drama Categories ➤ Storytelling • Character Cards 	✓	✓
LI.1.03	Rewrite stories to contain a simple plot structure and dialogue which demonstrate understanding of basic dramatic elements	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms • Character Cards 	✓	✓
LI.2.01	Demonstrate the focus, concentration, observation and believable action necessary to sustain a character, improvisation or scene.	<ul style="list-style-type: none"> • Index of Games ➤ Drama Skills and Drama Categories • Instructions ➤ Glossary of Terms • Character Cards 	✓	✓
LI.2.02	Experiment with a variety of ways to use the body and voice to react to actions and given situations (i.e. a child who has lost a favorite toy; an old man who is hungry but has no money) in solo, partner and group improvisations and performances.	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Improvisation and Characterization • Character Cards • Teaching Strategies 	✓	✓
LI.2.03	Create and sustain believable characters who have internal and external qualities with wants, needs, objectives, and relationships in solo, partner and group improvisations and performances.	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Improvisation and Characterization • Character Cards • Teaching Strategies • Drama Skills 	✓	✓
LI.2.04	Discuss how style and genre influence the creation of character.	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms ➤ Theatre Genres 	✓	✓
LI.2.05	Communicate responsibly and respectfully in ensemble efforts and during critique.	<ul style="list-style-type: none"> • Arts Standards ➤ Assessment ➤ Constructive Feedback • Index of Games ➤ Drama Skills ➤ Cooperation/Collaboration 	✓	✓
LI.3.01	Recognize the ways in which technical elements contribute to the audiences’ understanding and appreciation of a performance.	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms ➤ Elements of Theatre 	✓	✓

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LI.3.02	Identify the basic technical elements of theatre and explain how the constraints of physical space affect the use of those elements.	• Instructions > Glossary of Terms > Elements of Theatre	✓	✓
LI.3.04	Experiment with visual and aural elements that convey environments (time, place) which support the text/story. (e.g. How can we use minimal scenery to convey a location? What sounds might help the audience imagine the location in a scene? What costume pieces might help the audience understand the status of a character? What kind of lighting will suggest dawn?)	• Instructions > Glossary of Terms • Character Cards • Index of Games > Drama Categories > Storytelling	✓	✓
LI.3.05	Demonstrate technical vocabulary, knowledge and skills to collaboratively and safely solve the problems of creating functional scenery, properties, lighting, sound, costumes, and makeup.	• Instructions > Glossary of Terms	✓	✓
LI.3.07	Articulate how each position in the production team hierarchy contributes to the production process.	• Instructions > Glossary of Terms > Jobs of Theatre	✓	✓
LI.4.01	Identify the role and the responsibilities of the director.	• Instructions > Glossary of Terms > Jobs of Theatre • Index of Games > Drama Categories > Directing	✓	✓
LI.4.04	Articulate how the director's concept and artistic choices affect the approach to and outcome of a scene or play.	• Instructions > Glossary of Terms > Jobs of Theatre • Index of Games > Drama Categories > Directing	✓	✓
LI.4.05	Demonstrate possible interpretations for text (improvisations, scenes, plays) using a variety of techniques such as discussion, stage pictures, tableaux, and pantomime.	• Index of Games > Drama Categories > Storytelling , Improvisation , and Pantomime • Character Cards	✓	✓
LI.4.06	Apply the vocabulary of directing, staging and acting while discussing directorial choices with a small ensemble for improvised or scripted scenes.	• Instructions > Glossary of Terms • Index of Games > Drama Categories > Improvisation and Directing	✓	✓
LI.4.07	Practice respect, sensitivity and leadership in ensemble activities.	• Index of Games > Drama Categories > Ensemble/Team • Teaching Strategies > Classroom Management • Character Cards	✓	✓
LI.5.01	Research how the other art forms are used to enhance the	• Index of Games > School Subjects > Music , Dance , and Visual Arts	✓	

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	expression of ideas and emotions in a theatre production.	• Character Cards		
LI.5.02	Identify the origins and historical uses of theatre as popular entertainment and ritual within Western and non-Western cultures.	• Instructions > Glossary of Terms > Theatre History	✓	✓
LI.5.04	Explore examples of dramatic literature from various cultures and historical periods.	• Instructions > Glossary of Terms > Theatre History	✓	✓
LI.5.05	Research and discuss the lives, works, and influence of representative theatre artists in various cultures and historical periods.	• Instructions > Glossary of Terms > Theatre History	✓	✓
LI.5.07	Explore the range of theatre careers including performance, production, technical theatre, teaching and supporting occupations.	• Instructions > Glossary of Terms > Jobs of Theatre	✓	✓
LI.5.08	Develop personal aesthetic criteria for critiquing dramatic texts and performances.	• Arts Standards > Assessment • Drama Skills • Instructions > Glossary of Terms	✓	✓

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OBJECTIVES Level II		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
LII.1.01	Devise, perform and evaluate monologues and scenes, based on existing works, histories, and current events, that depict well-developed characters with a range of emotions whose choices influence the outcome of the story.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation, Storytelling, and Characterization • Character Cards • Index of Games > School Subjects > Social Studies 	✓	✓
LII.1.02	Identify and apply a variety of theatrical conventions in writing and improvisation including narration, flashback, play within a play, chorus, aside, and soliloquy.	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Character Cards • Index of Games > Drama Categories > Improvisation 	✓	✓
LII.2.01	Analyze a scene/play for contextual clues that inform and support character development	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization 	✓	✓
LII.2.02	Communicate character through the expressive use of body and voice.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization • Character Cards • Teaching Strategies 	✓	✓
LII.2.03	Research various classical acting and contemporary acting styles and use the information to inform and justify acting choices in a Scene/play (e.g.: period manner and gesture, Stanislavski, Meisner, Spolin, Adler, Hagan).	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Character Cards • Index of Games > Drama Categories > Characterization 	✓	✓
LII.2.04	Research historical periods of theatre and relate the concepts, conventions and innovations of those periods to character development. (e.g. Greek masks, chorus, kabuki, commedia dell'arte, realism, absurdist, renaissance).	<ul style="list-style-type: none"> • Instructions > Glossary of Terms > Theatre History • Character Cards • Index of Games > Drama Categories > Characterization 	✓	✓
LII.2.05	Perform and sustain a variety of vivid characters who communicate with audiences in solo, partner and ensemble improvisation and performances.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization • Character Cards • Teaching Strategies 	✓	✓
LII.2.06	Communicate responsibly and respectfully while using content-specific vocabulary to create and respond to solo, partner and	<ul style="list-style-type: none"> • Arts Standards > Assessment > Constructive Feedback • Instructions > Glossary of Terms 	✓	✓

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	ensemble improvisations and performances.	• Index of Games > Drama Categories > Improvisation		
LII.3.01	Articulate how design is affected by the constraints of physical space. (e.g.: proscenium, thrust, touring venues such as cafeterias and gymnasiums)	• Instructions > Glossary of Terms	✓	✓
LII.3.02	Investigate theatre design components (e.g. Flats, platforms, undergarments, costume accessories, hand props, fresnels, puppets)	• Instructions > Glossary of Terms	✓	✓
LII.3.05	Generate designs that use visual and aural elements to convey environments that clearly support the text.	• Index of Games > Drama Categories > Sensory Awareness	✓	✓
LII.3.07	Apply technical knowledge and skills to collaboratively and safely solve the problems of creating functional scenery, properties, lighting, sound, costumes, and makeup.	• Instructions > Glossary of Terms	✓	✓
LII.4.03	Demonstrate the director's concept and communicate the text's meaning through stage pictures, pantomime, and improvisation.	• Index of Games > Drama Categories > Directing , Pantomime , and Improvisation • Character Cards	✓	✓
LII.4.06	Implement directorial choices in a respectful, sensitive manner with a small ensemble for improvised or scripted scenes.	• Index of Games > Drama Categories > Directing , and Improvisation • Character Cards	✓	✓
LII.4.07	Respond constructively to actors' work using the vocabulary of directing, staging and acting.	• Instructions > Glossary of Terms • Arts Standards > Assessment > Constructive Feedback	✓	✓
LII.5.02	Articulate social concepts (e.g. themes, lessons, attitudes, values, morals) from informal and formal productions and from dramatic performances from a variety of cultures and historical periods; and relate these to current personal, national and international issues.	• Index of Games > Drama Categories > Storytelling • Index of Games > School Subjects > Social Studies • Character Cards	✓	✓
LII.5.04	Demonstrate the integration of several arts disciplines in informal presentations.	• Index of Games > School Subjects > Music , Dance , and Visual Arts	✓	
LII.5.06	Analyze and critique the whole and the parts of dramatic performances, taking into account the context, and constructively	• Instructions > Glossary of Terms • Character Cards • Arts Standards > Assessment > Evaluation Questions	✓	✓

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	suggest alternative artistic choices.			
LII.5.07	Discuss cultural and historical sources of American theatre and musical theatre	• Instructions ➤ Glossary of Terms ➤ Theatre Genres	✓	✓
LII.5.10	Constructively evaluate their own and others' collaborative efforts and artistic choices in informal and formal productions using theatre vocabulary.	• Instructions ➤ Glossary of Terms • Arts Standards ➤ Assessment ➤ Constructive Feedback	✓	✓

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OBJECTIVES Level III		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
LIII.1.01	Create, write and perform original dramatic pieces that communicate the inner life of the character and the social and cultural forces that influence the characters' wants, needs, intentions and actions.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation, Storytelling, and Characterization • Character Cards 	✓	✓
LIII.1.02	Create a complex plot structure which includes preliminary situation, inciting/initial incident, rising action, complications, climax, falling action, and resolution.	<ul style="list-style-type: none"> • Instructions > Glossary of Terms • Character Cards • Index of Games > Drama Categories > Storytelling 	✓	✓
LIII.1.04	Create meaningful stage directions that enhance character, setting and plot.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization • Character Cards 	✓	✓
LIII.1.05	Explain initial inspiration and justify artistic choices.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization • Character Cards • Teaching Strategies 	✓	✓
LIII.2.01	Interpret meaning of text and infer that meaning through character portrayal.	<ul style="list-style-type: none"> • Character Cards • Index of Games > Drama Categories > Characterization 	✓	✓
LIII.2.02	Create strong physical gestures and utilize a range of vocal skills to portray a variety of vivid, interesting characters.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization and Vocal Expression • Character Cards 	✓	✓
LIII.2.03	Demonstrate artistic discipline to achieve ensemble in rehearsal and performance.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Ensemble/Team • Character Cards • Teaching Strategies 	✓	✓
LIII.2.04	Create consistent, believable performances in informal and formal theatre.	<ul style="list-style-type: none"> • Character Cards • Index of Games > Drama Categories > Characterization 	✓	✓
LIII.2.05	Assess the performances of self and others through responsible critique.	<ul style="list-style-type: none"> • Arts Standards > Assessment > Constructive Feedback 	✓	
LIII.3.03	Develop unified production concepts, in collaboration with	<ul style="list-style-type: none"> • Instructions > Glossary of Terms 	✓	✓

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	directors and production team that convey the metaphorical nature of theatre, film, television or electronic media productions.			
LIII.4.01	Reframe information from text analysis and research to create a director's concept that speaks to current society and culture.	• Index of Games > Drama Categories > Directing	✓	✓
LIII.5.01	Determine the unique interpretive and aesthetic qualities of traditional and contemporary art forms from various cultures and historical periods.	• Instructions > Glossary of Terms > Theatre History	✓	✓
LIII.5.02	Identify the conventions of nontraditional theatrical performances.	• Index of Games > Drama Categories > Directing	✓	✓
LIII.5.03	Explore various interpretations of the same texts and/or performances.	• Character Cards • Index of Games > Drama Categories > Improvisation	✓	✓
LIII.5.04	Research several dramatic works in terms of other aesthetic philosophies (e.g., the underlying ethos of Greek drama, french Classicism with its unities of time and place, Shakespeare and romantic forms, India's classical drama, Japanese kabuki).	• Instructions > Glossary of Terms > Theatre History	✓	✓
LIII.5.07	Analyze and evaluate critical comments about personal dramatic work explaining which points are most appropriate to facilitate further development of the work.	• Arts Standards > Assessment > Constructive Feedback	✓	

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OBJECTIVES Level IV		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
LIV.1.02	Generate script ideas using research, observation, and reflection.	• Index of Games > Drama Skills • Character Cards	✓	✓
LIV.1.03	Generate and organize ideas related to complex characters and plot.	• Index of Games > Drama Categories > Characterization • Character Cards	✓	✓
LIV.1.05	Write a script based on their planning.	• Index of Games > Drama Categories > Playwriting	✓	✓
LIV.1.06	Organize opportunities for readings, feedback and revision.	• Arts Standards > Assessment > Constructive Feedback	✓	
LIV.1.07	Defend their inspiration, artistic choices, stage directions, dialogue and dramatic style.	• Instructions > Glossary of Terms	✓	✓
LIV.2.01	Create and perform multi-dimensional characters whose needs, wants, actions, objectives, obstacles, emotions and subtext are rooted in text.	• Index of Games > Drama Categories > Characterization • Character Cards	✓	✓
LIV.2.02	Determine personal blocking, physicalization and character nuances based on intuitive response to text.	• Index of Games > Drama Categories > Characterization • Character Cards	✓	✓
LIV.2.03	Refine artistic discipline to achieve an ensemble in rehearsal and performance.	• Index of Games > Drama Categories > Ensemble/Team • Character Cards • Teaching Strategies	✓	✓
LIV.2.04	Develop contrasting, consistent characters from classical, contemporary, realistic and nonrealistic dramatic texts in informal and formal theatre, film, television or electronic media productions.	• Character Cards • Index of Games > Drama Categories > Characterization	✓	✓
LIV.2.05	Assess and refine performances through responsible critique	• Arts Standards > Assessment > Constructive Feedback	✓	
LIV.4.01	Facilitate the production of a theatre event– from the generation of ideas to the evaluation of a realized performance -- within the	• Character Cards • Index of Games > Drama Categories	✓	✓

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	limitations of the performance space, time and budget.			
LIV.4.02	Respond to criticism; defend artistic choices; assess the process and the product and recommend changes.	<ul style="list-style-type: none"> • Arts Standards > Assessment > Constructive Feedback • Instructions > Glossary of Terms 	✓	✓
LIV.5.03	Construct personal meanings from nontraditional dramatic performances.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Storytelling, Play Productions, and Improvisation 	✓	✓