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## **Arts Education Essential Standards Crosswalk: THEATRE ARTS**

### **A Document to Assist With the Transition From the 2005 *Standard Course of Study* to the 2010 *Essential Standards***

#### **I. Arts Education Essential Standards Overview:**

- The *North Carolina Arts Education Essential Standards* provide a comprehensive framework for each of the arts disciplines (dance, music, theatre arts, and visual arts) in the public schools.
- The *Arts Education Essential Standards* for Dance, Music, Theatre Arts, and Visual Arts are organized by strands such that each grade level and high school proficiency level includes Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs). These components are specific and vary for each arts discipline.
- Content and skills that are not limited to particular materials or methodology, but that can be delivered through multiple approaches and materials, are described through the Essential Standards and Clarifying Objectives for each area.
- Sample Assessment Prototypes provide additional clarification of the Clarifying Objectives and illustrate ways that these objectives *might* be assessed in the classroom.
- Specific support materials, tools for implementation, and other information will be provided through the *Essential Standards Instructional Toolkit* and professional development.

#### **II. Intent:**

The intent of the *Arts Education Essential Standards*, along with the *National Standards for Arts Education*, Students at the high school level will have the option of studying an individual arts discipline as an area of interest, or specializing and/or completing a concentration in studies to prepare them for further education and/or a career in the arts. Students should know and be able to do the following by the time they have completed secondary school:

- **Communicate at a basic level in the four arts disciplines:** dance, music, theatre arts, and visual arts. This includes knowledge and skills in the use of the basic vocabularies, materials, tools, techniques, and intellectual methods of each arts discipline.

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- **Communicate proficiently in at least one art form**, including the ability to define and solve artistic problems with insight, reason, and technical proficiency.
- **Develop and present basic analyses of works of art** from structural, historical, and cultural perspectives. This includes the ability to understand and evaluate work in the various arts disciplines.
- **Recognize and appreciate exemplary works of art** from a variety of cultures and historical periods, and have a basic understanding of historical development in the arts disciplines, across the arts as a whole, and within cultures.
- **Relate various arts concepts, skills, and processes within and across disciplines**, which includes understanding the arts in relation to other subject areas and making connections in a variety of settings, in and outside of school.

**III. Strands:** *The Arts Education Essential Standards* are organized by strands, which provide common threads of understanding that cut across all grade levels for each arts education discipline. The 2010 Essential Standards (ES), Clarifying Objectives (COs), and Assessment Prototypes (APs) are organized by strands as follows:

<b>DANCE</b>	<b>MUSIC</b>	<b>THEATRE ARTS</b>	<b>VISUAL ARTS</b>
Creation and Performance	Musical Literacy	Communication	Visual Literacy
Dance Movement Skills	Musical Response	Analysis	Contextual Relevancy
Responding	Contextual Relevancy	Aesthetics	Critical Response
Connecting		Culture	

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**IV. Arts Education Essential Standards Overview:**

The chart that follows illustrates the Essential Standards identified for each arts education discipline. These standards are organized within strands and aligned with between two to five clarifying objectives per standard. Assessment Prototypes are aligned with each Clarifying Objective to provide *samples* for how the objectives might be implemented and assessed in the classroom.

<b>DANCE</b>	<b>MUSIC</b>	<b>THEATRE ARTS</b>	<b>VISUAL ARTS</b>
Use choreographic principles, structures, and processes to create dances that communicate ideas, experiences, feelings, and images.	Apply the elements of music and musical techniques in order to sing and play music with accuracy and expression.	Use movement, voice, and writing to communicate ideas and feelings.	Use the language of visual arts to communicate effectively.
Understand how to use performance values (kinesthetic awareness, concentration, focus, and etiquette) to enhance dance performance.	Interpret the sound and symbol systems of music.	Use performance to communicate ideas and feelings.	Apply creative and critical thinking skills to artistic expression.
Understand how to use movement skills in dance.	Create music using a variety of sound and notational sources.	Analyze literary texts and performances.	Create art using a variety of tools, media, and processes safely and appropriately.
Use a variety of thinking skills to analyze and evaluate dance.	Understand the interacting elements to respond to music and music performances.	Understand how to design technical theatre components such as costumes, sets, props, makeup, lighting, and sound.	Understand the global, historical, societal, and cultural contexts of the visual arts.
Understand cultural, historical, and interdisciplinary connections with dance.	Understand global, interdisciplinary, and 21st century connections with music.	Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	Understand the interdisciplinary connections and life applications of the visual arts.
		Understand the traditions, roles, and unique conventions of theatre as an art form.	Use critical analysis to generate responses to a variety of prompts.

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**V. Alignment of Competency Goals of the *Standard Course of Study* (2005) with the new *Essential Standards* (2010):**

The chart that follows illustrates the alignment of the 2005 Competency Goals with the new Essential Standards.

<b>THEATRE ARTS Standard Course of Study (2005)</b>	<b>THEATRE ARTS Essential Standards (2010)</b> <i>*Note on Essential Standards Numbering/Strands: Communication (C), Analysis (A), Aesthetics (AE), Culture (CU)</i>
<b>COMPETENCY GOAL 1:</b> The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)	<b>C.1:</b> Use movement, voice, and writing to communicate ideas and feelings.
<b>COMPETENCY GOAL 2:</b> The learner will act by interacting in improvisations and assuming roles. (National Standard 2)	<b>C.1:</b> Use movement, voice, and writing to communicate ideas and feelings.  <b>C.2:</b> Use performance to communicate ideas and feelings.
<b>COMPETENCY GOAL 3:</b> The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)	<b>AE.1:</b> Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.
<b>COMPETENCY GOAL 4:</b> The learner will direct through planning and presenting informal or formal productions. (National Standard 4)	<b>C.2:</b> Use performance to communicate ideas and feelings.
<b>COMPETENCY GOAL 5:</b> The learner will research by finding information to support informal or formal productions. (National Standard 5)	<b>CU.1:</b> Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.
<b>COMPETENCY GOAL 6:</b> The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)	<b>CU.2:</b> Understand the traditions, roles, and unique conventions of theatre as an art form.
<b>COMPETENCY GOAL 7:</b> The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)	<b>A.1:</b> Analyze literary texts and performances.
<b>COMPETENCY GOAL 8:</b> The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)	<b>CU.1:</b> Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.

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**VI. Alignment of the new *Essential Standards* (2010) with Competency Goals of the *Standard Course of Study* (2005):**

The chart that follows illustrates the alignment of the new Essential Standards with the 2005 Competency Goals.

<b>THEATRE ARTS Essential Standards (2010)</b> <i>*Note on Essential Standards Numbering/Strands: Communication (C), Analysis (A), Aesthetics (AE), Culture (CU)</i>	<b>THEATRE ARTS Standard Course of Study (2005)</b>
<b>C.1:</b> Use movement, voice, and writing to communicate ideas and feelings.	<b>COMPETENCY GOAL 1:</b> The learner will write based on personal experience and heritage, imagination, literature, and history. (National Standard 1)  <b>COMPETENCY GOAL 2:</b> The learner will act by interacting in improvisations and assuming roles. (National Standard 2)
<b>C.2:</b> Use performance to communicate ideas and feelings.	<b>COMPETENCY GOAL 2:</b> The learner will act by interacting in improvisations and assuming roles. (National Standard 2)  <b>COMPETENCY GOAL 4:</b> The learner will direct through planning and presenting informal or formal productions. (National Standard 4)
<b>A.1:</b> Analyze literary texts and performances.	<b>COMPETENCY GOAL 7:</b> The learner will analyze, critique, and construct meaning from informal and formal theatre, film, television, and electronic media productions. (National Standard 7)
<b>AE.1:</b> Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	<b>COMPETENCY GOAL 3:</b> The learner will design and produce theatre by conceptualizing and realizing artistic interpretations for informal or formal productions. (National Standard 3)
<b>CU.1:</b> Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	<b>COMPETENCY GOAL 5:</b> The learner will research by finding information to support informal or formal productions. (National Standard 5)  <b>COMPETENCY GOAL 8:</b> The learner will understand context by analyzing the role of theatre, film, television, and electronic media in the past and present. (National Standard 8)
<b>CU.2:</b> Understand the traditions, roles, and unique conventions of theatre as an art form.	<b>COMPETENCY GOAL 6:</b> The learner will compare and integrate art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms. (National Standard 6)

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## VII. Alignment of the new *Essential Standards* (2010) with National Standards

The *Arts Education Essential Standards* incorporate the *National Standards for Arts Education*, which were developed by the Consortium of National Arts Education Associations in 1994, as part of the standards movement defining what every young American should know and be able to do in the arts.

<b>Alignment with National Standards for Theatre Arts</b>	
<i>*Note: This chart illustrates the primary alignments with the national content standards; additional alignments with content standards and performance indicators occur across the Essential Standards, Clarifying Objectives, and Assessment Prototypes.</i>	
NC Essential Standards (2010)	National Standards for Theatre Education (1994)
<b>C.1:</b> Use movement, voice, and writing to communicate ideas and feelings.	(1) Scriptwriting by: planning and recording improvisations based on [personal experience and heritage, imagination, literature, and history] (K-4); the creation of improvisations and scripted scenes based on... (5-8); improvising, writing, and refining scripts based on ... (9-12) (2) Acting by: assuming roles and interacting in improvisations (K-4); developing basic acting skills to portray characters who interact in improvised and scripted scenes (5-8); developing, communicating, and sustaining characters in improvisations and informal or formal productions (9-12) (4) Directing by: planning classroom dramatizations (K-4); organizing rehearsals for improvised and scripted scenes (5-8); interpreting dramatic texts and organizing and conducting rehearsals for informal or formal productions (9-12)
<b>C.2:</b> Use performance to communicate ideas and feelings.	
<b>A.1:</b> Analyze literary texts and performances.	(7) Analyzing: and explaining personal preferences and constructing meanings from classroom dramatizations and from [theatre, film, television, and electronic media productions] (K-4); evaluating, and constructing meanings from improvised and scripted scenes and from ... (5-8); critiquing, and constructing meanings from informal and formal ... (9-12)
<b>AE.1:</b> Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.	(3) Designing by: visualizing and arranging environments for classroom dramatizations (K-4); developing environments for improvised and scripted scenes (5-8); (Designing) and producing by conceptualizing and realizing artistic interpretations for informal or formal productions (9-12)
<b>CU.1:</b> Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.	(5) Researching by: finding information to support classroom dramatizations (K-4); using cultural and historical information to support improvised and scripted scenes (5-8); evaluating and synthesizing cultural and historical information to support artistic choices (9-12) (8) Understanding context by: recognizing the role of theatre, film, television, and electronic media in daily life (K-4); analyzing the role of theatre, film, television, and electronic media in the community and in other cultures (5-8); analyzing the role of theatre, film, television, and electronic media in the past and the present (9-12)
<b>CU.2:</b> Understand the traditions, roles, and unique conventions of theatre as an art form.	(6) Comparing and: connecting art forms by describing theatre, dramatic media (such as film, television, and electronic media), and other art forms (K-4); incorporating art forms by analyzing methods of presentation and audience response for theatre, dramatic media ( (5-8); integrating art forms by analyzing traditional theatre, dance, music, visual arts, and new art forms (9-12)

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**VIII. 21<sup>st</sup> Century Skills:** The *Essential Standards* (2010) were filtered through the *Framework for 21<sup>st</sup> Century Skills*, as established by the Partnership for 21<sup>st</sup> Century Skills (<http://www.21stcenturyskills.org>). Components of the Framework are infused throughout the Essential Standards, Clarifying Objectives, and Assessment Prototypes of new Essential Standards. The table that follows illustrates ONE sample alignment with each component of the Framework.

<b>21<sup>st</sup> Century Skills Framework</b>	
<b>ES Alignment</b>	<b>Core Subjects</b> (as identified in the federal Elementary and Secondary Education Act and adopted by the Partnership for 21 <sup>st</sup> Century Skills in the <i>Framework for 21<sup>st</sup> Century Skills</i> ).
<p><b>Strand:</b> Analysis</p> <p><b>Essential Standard A.1:</b> Analyze literary texts and performances.</p> <p><b>2.A.1.1:</b> Distinguish the setting, characters, sequence of events, main idea, problem, and solution for a variety of stories.</p>	<ul style="list-style-type: none"> <li>● English, Reading, or Language Arts</li> <li>● World languages</li> <li>● Arts</li> <li>● Mathematics</li> <li>● Economics</li> <li>● Science</li> <li>● Geography</li> <li>● History</li> <li>● Government and Civics</li> </ul> <p><i>Note: Connections with core subjects are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<b>ES Alignment</b>	<b>21<sup>st</sup> Century Themes</b>
<p><b>Strand:</b> Culture</p> <p><b>Essential Standard CU.1:</b> Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.</p> <p><b>7.CU.1.1:</b> Understand theatre arts in relationship to the geography, history, and culture of modern societies from the emergence of the First Global Age (1450)</p>	<p><b>Global Awareness</b></p> <p><i>Note: Connections with global awareness are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>

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<p>to the present.</p>	
<p><b>Strand:</b> Culture</p> <p><b>Essential Standard CU.1:</b> Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.</p> <p><b>3.CU.1.2:</b> Explain how theatre, film, and television impact our society.</p>	<p><b>Financial, Economic, Business &amp; Entrepreneurial Literacy</b></p> <p><i>Note: Connections with financial, economic, business and entrepreneurial literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<p><b>Strand:</b> Culture</p> <p><b>Essential Standard CU.1:</b> Analyze theatre in terms of the social, historical, and cultural contexts in which it was created.</p> <p><b>I.CU.1.1:</b> Use theatre arts to explore concepts of civics and economics (such as systems, functions, structures, democracy, economies, and interdependence).</p>	<p><b>Civic Literacy</b></p> <p><i>Note: Connections with civic literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<p><b>Strand:</b> Communication</p> <p><b>Essential Standard C.1:</b> Use movement, voice, and writing to communicate ideas and feelings.</p> <p><b>I.C.1.1:</b> Use non-verbal expression to illustrate how human motivations are prompted by physical and emotional needs.</p>	<p><b>Health Literacy</b></p> <p><i>Note: Connections with health literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<p><b>Strand:</b> Communication</p> <p><b>Essential Standard C.1:</b> Use movement, voice, and writing to communicate ideas and feelings.</p> <p><b>8.C.1.3:</b> Create original works that communicate ideas and feelings.</p>	<p><b>Environmental Literacy</b></p> <p><i>Note: Connections with environmental literacy are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts. Many COs could be used to explore, communicate about, or make use of environmental resources through the creation of theatre arts.</i></p>



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ES Alignment	21 <sup>st</sup> Century Skills
<p><b>Strand:</b> Communication</p> <p><b>Essential Standard C.1:</b> Use movement, voice, and writing to communicate ideas and feelings.</p> <p><b>5.C.1.3:</b> Construct original scripts using dialogue that communicates ideas and feelings.</p>	<p><b>Learning and Innovation Skills</b></p> <ul style="list-style-type: none"> <li>• Creativity and Innovation</li> <li>• Critical Thinking and Problem Solving</li> <li>• Communication and Collaboration</li> </ul> <p><i>Note: Connections with learning and innovation skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<p><b>Strand:</b> Aesthetics</p> <p><b>Essential Standard AE.1:</b> Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.</p> <p><b>A.AE.1.2:</b> Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.</p>	<p><b>Information, Media, and Technology Skills</b></p> <ul style="list-style-type: none"> <li>• Information Literacy</li> <li>• Media Literacy</li> <li>• ICT (Information, Communications, &amp; Technology) Literacy</li> </ul> <p><i>Note: Connections with information, media, and technology skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>
<p><b>Strand:</b> Culture</p> <p><b>Essential Standard CU.2:</b> Understand the traditions, roles, and unique conventions of theatre as an art form.</p> <p><b>6.CU.2.2:</b> Understand the roles of actors and directors in creating performances.</p>	<p><b>Life and Career Skills</b></p> <ul style="list-style-type: none"> <li>• Flexibility and Adaptability</li> <li>• Initiative and Self-Direction</li> <li>• Social and Cross-Cultural Skills</li> <li>• Productivity and Accountability</li> <li>• Leadership and Responsibility</li> </ul> <p><i>Note: Connections with life and career skills are interwoven throughout the Arts Education Essential Standards. This chart illustrates just one sample alignment for theatre arts.</i></p>

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**IX. Verbs:** The new *Arts Education Essential Standards* (2010) use Revised Bloom’s Taxonomy (RBT) verbs that are consistent across disciplines and which assist the teacher and learner with understanding the specific standards-based outcomes identified for each of the Essential Standards and Clarifying Objectives. The chart that follows shows the categories and processes of the Cognitive Process Dimension of Revised Bloom’s Taxonomy. These are the verbs used in the Essential Standards.

<b>The Cognitive Process Dimension Categories: Revised Bloom’s Taxonomy</b>					
<b>Remember</b> – retrieve relevant knowledge from long-term memory	<b>Understand</b> – Construct meaning from instructional messages, including oral, written, and graphic communication	<b>Apply</b> – Carry out or use a procedure in a given situation	<b>Analyze</b> – Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose	<b>Evaluate</b> – Make judgments based on criteria and standards	<b>Create</b> – Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure
<b>Recognize</b> <ul style="list-style-type: none"> <li>Identify</li> </ul> <b>Recall</b> <ul style="list-style-type: none"> <li>Retrieve</li> </ul>	<b>Interpret</b> <ul style="list-style-type: none"> <li>Clarify</li> <li>Paraphrase</li> <li>Represent</li> <li>Translate</li> </ul> <b>Exemplify</b> <ul style="list-style-type: none"> <li>Illustrate</li> <li>Instantiate</li> </ul> <b>Classify</b> <ul style="list-style-type: none"> <li>Categorize</li> <li>Subsume</li> </ul> <b>Summarize</b> <ul style="list-style-type: none"> <li>Abstract</li> <li>Generalize</li> </ul> <b>Infer</b> <ul style="list-style-type: none"> <li>Conclude</li> <li>Extrapolate</li> <li>Interpolate</li> <li>Predict</li> </ul> <b>Compare</b> <ul style="list-style-type: none"> <li>Contrast</li> <li>Map</li> <li>Match</li> </ul> <b>Explain</b>	<b>Execute</b> <ul style="list-style-type: none"> <li>Carry Out</li> </ul> <b>Implement</b> <ul style="list-style-type: none"> <li>Use</li> </ul>	<b>Differentiate</b> <ul style="list-style-type: none"> <li>Discriminate</li> <li>Distinguish</li> <li>Focus</li> <li>Select</li> </ul> <b>Organize</b> <ul style="list-style-type: none"> <li>Find coherence</li> <li>Integrate</li> <li>Outline</li> <li>Parse</li> <li>Structure</li> </ul> <b>Attribute</b> <ul style="list-style-type: none"> <li>Deconstruct</li> </ul>	<b>Check</b> <ul style="list-style-type: none"> <li>Coordinate</li> <li>Detect</li> <li>Monitor</li> <li>Test</li> </ul> <b>Critique</b> <ul style="list-style-type: none"> <li>Judge</li> </ul>	<b>Generate</b> <ul style="list-style-type: none"> <li>Hypothesize</li> </ul> <b>Plan</b> <ul style="list-style-type: none"> <li>Design</li> </ul> <b>Produce</b> <ul style="list-style-type: none"> <li>Construct</li> </ul>

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	<ul style="list-style-type: none"><li>• Construct (models)</li></ul>				
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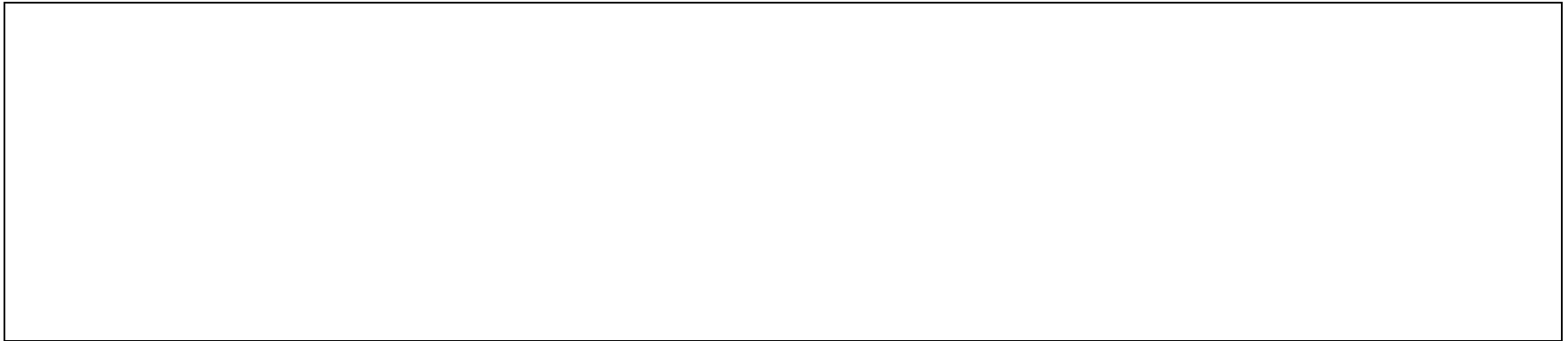
The following is a middle grades example of Clarifying Objectives across several strands using RBT verbs:

<b>Essential Standards (2010) – Grade 6</b>	
<b>Grade 6</b>	
6.C.1.1:	<b>Use</b> physical movement and acting skills to express a variety of emotions to an audience.
6.C.1.2:	<b>Apply</b> appropriate vocal elements of volume, pitch, rate, tone, articulation, and vocal expression.
6.C.2.2:	<b>Interpret</b> various selections of literature through formal and informal presentations.
6.A.1.1:	<b>Analyze</b> plays in terms of theme, characters, conflict, and their interrelationships.
6.AE.1.1	<b>Understand</b> how the major technical elements of theatre, such as lights, sound, set, and costumes, are used to support and enhance a theatrical production.
6.CU.1.2	<b>Create</b> theatrical works that exemplify the style and culture of Europe and South America.
6.CU.2.1	<b>Summarize</b> the rules and purpose of audience etiquette.

**X. Objectives:** The *Essential Standards (2010)* focus on learning objectives rather than activities. The activities associated with the objectives become Assessment Prototypes (APs). The following is a middle grades example of an Essential Standard (C.1), with a Clarifying Objective (6.C.1.3), and Assessment Prototype (AP) which illustrates one way that the objective might be implemented and assessed in the classroom.

<b>Essential Standards (2010) – Grade 6</b>	
<b>Grade 6</b>	
<b>Essential Standard C.1: Use performance to communicate ideas and feelings.</b>	
<b>6.C.1.3:</b>	Understand how to read and write scripts.
<b>AP:</b>	Students view a sample script and examine the formatting of the text. Then, students are given one or more prompts and write a short scene in which correct script formatting is used, including title page, dialogue, stage directions, etc.
	Evaluate students' successful use of the identified criteria to write the scenes.

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**XI. Concepts and Skills:** The *Essential Standards* (2010) have a focus on concepts and skills in relationship to those concepts. The following is a middle grades example of this focus on concepts and the related skills.

<b>Essential Standards (2010) – Grade 6</b>
<b>Essential Standard C2: Use performance to communicate ideas and feelings.</b>
<b>6.C.2.1:</b> Use improvisation and acting skills to role play various scenarios and given situations.

**XII. Assessment Prototypes:** The *Standard Course of Study* (2005) does not include assessment exemplars with the standards. Assessment examples and tools are available in teacher handbooks (support documents) for each arts discipline. The new *Essential Standards* (2010) include Assessment Prototypes (APs) aligned with each Clarifying Objective (CO). The APs provide a sample of *one way* in which the CO might be implemented. The following table illustrates sample APs for each grade span (elementary, middle grades, and high school).

<b>Essential Standards (2010)</b>		
<b>Strand: Communication</b>	<b>Strand: Analysis</b>	<b>Strand: Aesthetics</b>
<b>Essential Standard C1: Use movement, voice, and writing to communicate ideas and feelings.</b>	<b>Essential Standard A1: Analyze literary texts and performances.</b>	<b>Essential Standard AE1: Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.</b>

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<b>3<sup>rd</sup> Grade Theatre Arts</b>	<b>6<sup>th</sup> Grade Theatre Arts</b>	<b>Intermediate High School Theatre Arts</b>
<b>3.C.1.3:</b> Understand how to transform stories into written dialogue.	<b>6.A.1.2:</b> Analyze informal or formal theatre productions in terms of the emotions or thoughts they evoke, characters, settings, and events.	<b>I.AE.1.2:</b> Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.
<b>AP:</b> Students choose an existing story or other work of literature and write dialogue for the characters.	<b>AP:</b> After viewing a formal or informal theatre production, students discuss how the performance made them feel and why as conveyed through the characters, settings, and events.	<b>AP:</b> Students operate lights, sound, or crew for a performance.
Evaluate students' transformation of the story into written dialogue.	Evaluate students' ability to verbally analyze the relationships of their emotions or thoughts to the characters, settings, and events of the production.	Evaluate students' ability to execute the major technical element(s) in the performance.

**XIII. History and Culture:** The *Essential Standards* (2010) have common clarifying objectives (K-12) relating to History and Culture that are aligned with Social Studies content.

<b>Essential Standards (2010)</b>		
<b>Arts Education Common Clarifying Objectives relating to History and Culture (aligned with Social Studies content)</b>		
<b>Kindergarten</b>	<b>1<sup>st</sup> Grade</b>	<b>2<sup>nd</sup> Grade</b>
Use (dance, music, theatre arts, visual arts) to illustrate how people express themselves differently.	Recognize how (dance, music, theatre arts, visual arts) are used in customs and traditions of various cultures.	Exemplify (dances, music, theatrical works, visual arts works) representing the heritage, customs, and traditions of various cultures.
<b>3<sup>rd</sup> Grade</b>	<b>4<sup>th</sup> Grade</b>	<b>5<sup>th</sup> Grade</b>
Exemplify how (dance, music, theatre arts, visual arts) are used by various groups for artistic expression within the local community.	Understand how (dance, music, theatre arts, visual arts) has affected, and is reflected in, the culture, traditions, and history of North Carolina.	Understand how (dance, music, theatre arts, visual arts) has affected, and are reflected in, the culture, traditions, and history of the United States.
<b>6<sup>th</sup> Grade</b>	<b>7<sup>th</sup> Grade</b>	<b>8<sup>th</sup> Grade</b>
Understand (dance, music, theatre arts, visual arts) in relationship to the geography, history, and culture of world civilizations and societies from the	Understand (dance, music, theatre arts, visual arts) in relationship to the geography, history, and culture of modern societies from the emergence of	Understand the role of (dance, music, theatre arts, visual arts) in North Carolina and the United States in relation to history and geography.

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beginning of human society to the emergence of the First Global Age (1450).		the First Global Age (1450) to the present.	
HIGH SCHOOL			
Beginning	Intermediate	Proficient	Advanced
Use (dance, music, theatre arts, visual arts) to explore concepts in world history and relate them to significant events, ideas, and movements from a global context.  <i>(AP may include examples of concepts such as civilization, revolution, government, economics, war, stability, movement, technology, etc.)</i>	Use (dance, music, theatre arts, visual arts) to explore concepts of civics and economics, such as systems, functions, structures, democracy, economies, and interdependence.	Understand the role of (dance, music, theatre arts, visual arts) in United States history as a means of interpreting past eras within an historical context.	Interpret (dance, music, theatre arts, visual arts) from personal, cultural, and historical contexts.

**XIV. Organization:** The *Essential Standards* (2010) communicate what students should know and be able to do as a result of instruction at each grade level (K-8) or proficiency level: beginning, intermediate, proficient, and advanced (9-12). Because of the broad base of knowledge and skills involved in creating, performing, responding to, and understanding the arts, experiences and learning must occur in a sequential manner.

Standard Course of Study (2005)	Essential Standards (2010)
Organized grade-by-grade (K-8) and course-by-course (9-12)	Organized grade-by-grade (K-8) and by proficiency level (9-12)

**Example of High School Proficiency Levels (Beginning through Advanced):**

<b>Strand: Aesthetics</b> <b>Essential Standard AE1: Understand how to design technical theatre components, such as costumes, sets, props, makeup, lighting, and sound.</b>			
<b>Beginning</b> <i>(No or limited K-8 education)</i>	<b>Intermediate</b> <i>(for students who have had a complete K-8 progression or who have achieved Beginning level standards)</i>	<b>Proficient</b>	<b>Advanced</b>

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<b>B.AE.1.2:</b> Explain how the major technical elements, such as sound, lights, set, and costumes, are used to enhance formal or informal productions.	<b>I.AE.1.2:</b> Use the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.	<b>P.AE.1.2:</b> Apply working knowledge to solve problems in the major technical elements, such as sound, lights, set, and costumes, for formal or informal audiences.	<b>A.AE.1.2:</b> Use the knowledge and skills associated with technical roles, such as lighting operator, prop master, or stage manager, in an appropriate and effective manner.
<b>AP:</b> Students discuss the use of lights, sound, and the role of a set crew for an in-class scene.	<b>AP:</b> Students operate lights, sound, or crew for a performance.	<b>AP:</b> Students design lights, sound, set, or costumes for a performance.	<b>AP:</b> Students lead a group in executing and operating lights, sound, or crew for a performance.
Evaluate students' ability to explain the major technical elements.	Evaluate students' ability to execute the major technical element(s) in the performance.	Evaluate students' use of working knowledge to solve problems in the major technical elements.	Evaluate the project based on group feedback about each student's effective leadership in the technical role.

**XV. High School Sequence:** The sequence of objectives at the high school level in the *Standard Course of Study* (2005) was limited to levels I-IV and one or two additional courses to encompass special topics, general, or all other electives. The sequence of objectives at the high school level in the *Essential Standards* (2010) is organized by proficiency level, rather than by course, so the standards may be implemented in a variety of course settings. The Beginning Standards are for students without K-8 or with limited K-8 education; Intermediate standards are for those students who have received a complete K-8 progression. The standards continue through the Proficient and Advanced levels. Students may pursue coursework from beginning through advanced levels of learning in multiple courses within each arts education discipline.

Standard Course of Study (2005)	Essential Standards (2010)

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