

# Drama/Theatre: Second Grade

## Creating (CR)

### 1 Generate and conceptualize dramatic ideas and work. DT.CR.1

- 1 Conceptualize and sequence a unified piece of drama/theatre by imagining variations of classroom literature or creating new, independent stories. 2.DT.CR.1.1
- 2 Imagine and collaborate with peers to conceptualize technical elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, etc., and describing, illustrating, and/or physically arranging playing spaces. 2.DT.CR.1.2
- 3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements, and using clear speaking, rate, expression, and appropriate vocabulary to impact the development of characters and story. 2.DT.CR.1.3

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### 2 Organize, develop, and rehearse dramatic ideas and work. DT.CR.2

- 1 Create and communicate ideas, sequence events/plot, propose details, contribute dialogue, and use words and actions to refine characters contributing to a completed story in a guided drama experience. 2.DT.CR.2.1
- 2 Demonstrate collaborative and interdisciplinary skills by working with peers and accepting the ideas of others to plan setting and/or technical elements for dramatic play or a guided drama experience. 2.DT.CR.2.2

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### 3 Revise, refine, and complete dramatic work. DT.CR.3

- 1 Prepare a unified drama/ theatre work for presentation and convey meaning by using basic theatre vocabulary and demonstrating imagination, focus, and concentration. 2.DT.CR.3.1
  - 2 Use the body to create a vivid character using energy, gestures, shape, body language, and movement and use voice to create a vivid character by manipulating volume, pitch, tone, rate, and clarity, and justify character choices. 2.DT.CR.3.2
  - 3 Integrate technical elements to create an emotional impact or convey meaning by creating puppets, masks, props, scenery, and sound effects to support the story. 2.DT.CR.3.3
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## Performing (PR)

### 1 Select, analyze, and interpret dramatic work for presentation. DT.PR.1

- 1 Demonstrate multiple choices for an aspect of drama/theatre work (e.g., character, character traits, locomotor/non-locomotor movement, speaking voice, facial expressions, set, props, costumes) and select the most supportable choice for the moment. 2.DT.PR.1.1
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### 2 Develop and refine dramatic techniques and work for presentation. DT.PR.2

- 1 Assume roles in a variety of dramatic forms, modifying body (energy, body language, etc.) and voice (volume, pitch, etc.) to convey meaning and create an emotional impact. 2.DT.PR.2.1
  - 2 Explore the basic technical elements that can be used in a drama/theatre work to create the most effective emotional impact and to convey meaning. 2.DT.PR.2.2
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### 3 Convey meaning through the presentation of a dramatic work. DT.PR.3

- 1 Present a non-exhibitional drama work with a defined purpose or intent with characters representing various people/cultures; use personal and partner space to convey meaning about characters, relationships, mood, and story. 2.DT.PR.3.1
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## Responding (RE)

### 1 Perceive and analyze dramatic work. DT.RE.1

- 1 Demonstrate audience skills of observing attentively, responding appropriately, and sharing personal responses about artistic choices made in classroom dramatizations and developmentally appropriate theatrical performances viewed. 2.DT.RE.1.1
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### 2 Interpret intent and meaning in dramatic work. DT.RE.2

- 1 Interact with others to compare and contrast personal feelings about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. 2.DT.RE.2.1
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### 3 Apply criteria to evaluate dramatic work. DT.RE.3

- 1 Develop and implement a plan for making informed evaluations of a drama/theatre work. 2.DT.RE.3.1
  - 2 Analyze the appropriateness and effectiveness of the technical elements (e.g., costumes, props, sets, sound effects, etc.) in a drama/theatre work. 2.DT.RE.3.2
  - 3 Identify, discuss, and demonstrate appropriate audience or performer etiquette and analyze problems and situations for a variety of drama/theatre experiences. 2.DT.RE.3.3
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## Connecting (CN)

### 1 Synthesize and relate knowledge and personal experiences to drama/theatre. DT.CN.1

- 1 Relate character experiences and emotions to personal experiences and emotions through dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed. 2.DT.CN.1.1

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**2 Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.** DT.CN.2

- 1 Explore drama/theatre works, connecting artistic ideas to personal, societal, cultural, or historical context. 2.DT.CN.2.1
- 2 Recognize that the stories and storytelling contributions of Oklahoma American Indian Tribes can influence the creation and understanding of drama/theatre works. 2.DT.CN.2.2

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**3 Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.** DT.CN.3

- 1 Research and identify gradeappropriate stories and texts as sources for guided drama, devised drama, and theatrical works. 2.DT.CN.3.1