

# Fine Arts: Drama/Theatre (4th Grade)

## Creating (CR) CR

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

- 1 Conceptualize and sequence a unified piece of drama/theatre by engaging in guided drama experiences and refine and apply concentration and cooperation to demonstrate an understanding of plot, character, and main idea/theme in a creative, story or process drama/theatre experiences with developmentally appropriate literature. 4.DT.CR.1.1
- 2 Imagine and collaborate with peers to conceptualize production elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, masks, costume pieces and/or other production elements and describe, illustrate, and/or physically arrange playing spaces for drama/theatre experiences. 4.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, fluency, expression, domain-appropriate vocabulary to impact the development of characters and express ideas concerning character through a combination of drawing, writing, and/or discussion. 4.DT.CR.1.3

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

- 1 Create and communicate ideas, sequence events/plot, propose details and design elements, and develop words/dialogue and actions to gradually develop a completed story. 4.CR.2.1
- 2 Demonstrate collaborative skills and interdisciplinary skills by cooperating with others to plan setting, production elements, and other details for drama/theatre experience by engaging with peers, defining roles/responsibilities, and participating in group decision making with guidance and support. 4.DT.CR.2.2

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**3 Revise, refine, and complete artistic work.** DT.CR.3

- 1 Prepare a unified drama/theatre work for presentation that conveys meaning by using basic theatre vocabulary and demonstrating skills of drama/theatre, which are also "skills of the mind": imagination, focus, concentration. 4.DT.CR.3.1
  - 2 Use the body to create and refine a vivid character by manipulating energy, gestures, etc.; use voice to create and refine a vivid character by manipulating volume, pitch, etc.; justify character choices and identify similarities between characters and oneself in a drama/theatre experience. 4.DT.CR.3.2
  - 3 Integrate design elements that create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters, creating scenery, props, sound effects, and multimedia that support the story and add to emotional impact and meaning in drama/theatre experiences. 4.DT.CR.3.3
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**Performing (PR)** PR**1 Select, analyze, and interpret artistic work for presentation.** DT.PR.1

- 1 Demonstrate that there are multiple choices for every drama/theatre work and select supportable choices for story/plot, character, setting, design and production elements (e.g. playing space, audience space, props, sound). 4.DT.PR.1.1
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**2 Develop and refine artistic techniques and work for presentation.** DT.PR.2

- 1 Assume roles in a variety of dramatic forms and manipulate the body and voice while making choices for multiple aspects of drama/theatre work (including acting, design, design elements of playing space and audience space, playwriting, etc.) to convey meaning and create an emotional impact. 4.DT.PR.2.1
  - 2 Propose the use of technical elements in a drama/theatre work to create the most effective emotional impact and to convey meaning. 4.DT.PR.2.2
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**3 Convey meaning through the presentation of an artistic work.** DT.PR.3

- 1 Present a non-exhibitional drama/theatre work with a defined purpose or intent and cooperate with peers to demonstrate an understanding of main idea/theme through setting, costume and other design elements. 4.DT.PR.3.1
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**Responding (RE)** RE**1 Perceive and analyze artistic work.** DT.RE.1

- 1 Demonstrate audience skills of observing attentively, responding appropriately, identifying artistic choices made, and sharing personal responses in classroom dramatizations and developmentally appropriate live or recorded theatrical performances. 4.DT.RE.1.1

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## **2 Interpret intent and meaning in artistic work.** DT.RE.2

- 1 Use personal experience and background knowledge to create or interpret a drama/theatre work by exploring, expressing, and justifying personal preferences about the content of dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. 4.DT.RE.2.1
- 2 Compare and contrast characters and events and describe the similarities and differences between them in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed. 4.DT.RE.2.2
- 3 Identify personal aesthetics to create and interpret a drama/theatre work by exploring the meaning of a personal aesthetic and how to apply it to a drama/theatre work. 4.DT.RE.2.3

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## **3 Apply criteria to evaluate artistic work.** DT.RE.3

- 1 Decide as a small group or as an individual what makes a successful performance by exploring the application of criteria for making informed evaluations and dramatic and theatrical choices in a drama/theatre work. 4.DT.RE.3.1
- 2 Ask questions about what is seen and heard as a result of the design and execution of technical/production elements (e.g., costumes, props, sets, sound effects, etc.) in drama/theatre work. 4.DT.RE.3.2
- 3 Observe and discuss how characters' circumstances and choices impact audience members' perspectives and reactions in a live or recorded drama/theatre work. 4.DT.RE.3.3

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## **Connecting (CN)** CN

### **1 Synthesize and relate knowledge and personal experiences to art.** DT.CN.1

- 1 Identify similarities between story elements and personal experiences, peer experiences, and culture comparisons (i.e., Oklahoman culture compared with other cultures) in dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed. 4.DT.CN.1.1

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

- 1 Create drama/theatre works by connecting artistic ideas to personal, societal, cultural, or historical contexts. 4.DT.CN.2.1
- 2 Develop connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the thirty-nine present day tribes that call Oklahoma home. 4.DT.CN.2.2

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

- 1 Adapt grade-appropriate stories, texts, pictures, real people or fictional characters and research Oklahoma history and culture as sources for guided drama, devised drama, and theatrical works. 4.DT.CN.3.1
- 2 Research visual elements and conventions of a given time period and compare with those of the present. 4.DT.CN.3.2