

# Fine Arts: Drama/Theatre (Pre-Kindergarten)

## Creating (CR) CR

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

- 1 With guidance, retell stories, and/or imagine variations of existing stories utilizing developmentally appropriate culturally diverse literature. PK.DT.CR.1.1
  - 2 Imagine production elements for a unified drama/theatre concept by using simple everyday objects to create costumes, props, and puppets. PK.DT.CR.1.2
  - 3 Develop characters authentic to the drama/theatre work by using the body and voice to create vivid characters appropriate to the story. PK.DT.CR.1.3
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### 2 Organize, develop, and rehearse artistic ideas and work. DT.CR.2

- 1 Sequence plot events in a play plan, dramatic play, or guided drama experience. PK.DT.CR.2.1
  - 2 Demonstrate collaborative skills and interdisciplinary skills by engaging in unstructured free play (e.g. individual, personal, projected, and collaborative play) and playing appropriately with others. PK.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 by demonstrating skills of drama/theatre, which are also "skills of the mind": imagination, focus, concentration. PK.DT.CR.3.1
  - 2 Use the body to create a vivid character with energy and movement and use the voice to create a vivid character with volume, pitch, and tone. PK.DT.CR.3.2
  - 3 Integrate design elements that create an emotional impact or convey meaning by imaginatively transforming common objects (e.g., fabric, blocks, kitchen utensils, etc.) into scenery and props that support the story. PK.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 aspect of drama/theatre work (movement, speaking voice, etc.) and select the most supportable choice for the moment through identification of essential events. PK.DT.PR.1.1

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**2 Develop and refine artistic techniques and work for presentation.** DT.PR.2

- 1 Develop expertise through a personalization of techniques by assuming roles in a variety of dramatic forms (e.g.: play plans, dramatic play, guided drama, pantomime, tableau, puppetry, story enactment, etc.) and by observing, listening, and responding to the work of others. PK.DT.PR.2.1
- 2 Make choices for multiple aspects of drama/theatre work (including design elements of playing space). PK.DT.PR.2.2

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**3 Convey meaning through the presentation of an artistic work.** DT.PR.3

- 1 Perform a non exhibitional drama/theatre work (play plans, dramatic play, and guided drama) with characters that are part of recognizable and shared human experiences (e.g. family, workers, community helpers, etc.). PK.DT.PR.3.1

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**Responding (RE)** RE**1 Perceive and analyze artistic work.** DT.RE.1

- 1 Identify choices in a drama/theatre work to understand personal reactions as a participant in a drama/theatre event (e.g. play plans, dramatic play, guided drama, and/or in developmentally appropriate live or recorded theatrical performances) through discussion or drawing. PK.DT.RE.1.1

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

- 1 With prompting and support, create or interpret a drama/theatre work (play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances) by asking questions, sharing personal responses, and reflecting upon performances viewed. PK.DT.RE.2.1
- 2 Discuss feelings about and reactions to what was enacted, seen, heard, and felt in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed. PK.DT.RE.2.2
- 3 Explore and express personal likes and dislikes about play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. PK.DT.RE.2.3

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

- 1 With guidance, identify favorite or least favorite parts of a drama/theatre experience (play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed). PK.DT.RE.3.1
  - 2 Describe and recognize production elements (e.g., costumes, props, sets, sound effects, etc.). PK.DT.RE.3.2
  - 3 Practice audience etiquette and appropriate audience behavior for a variety of drama/theatre experiences. PK.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 With guidance, identify similarities between characters and stories and personal experiences in play plans, dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed. PK.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 With guidance, understand that drama/theatre works influence and are influenced by personal and societal contexts, such as family, workers, and community helpers. PK.DT.CN.2.1
  - 2 With prompting and support, explore the stories of the thirty-nine present day tribes that call Oklahoma home. PK.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 With prompting and support, identify pictures, grade appropriate multicultural stories, and real people or fictional characters as sources for play plans, dramatic play or guided drama. PK.DT.CN.3.1
- 2 With prompting and support, explore visual elements that can add meaning to dramatic play or guided drama experiences. PK.DT.CN.3.2