

# A Guide to the Colorado Academic Standards



## Working Together

To support families and teachers in realizing the goals of the Colorado Academic Standards, this guide provides an overview of the learning expectations for seventh grade drama and theatre arts education and offers some possible learning experiences students may engage in during this school year.

## Why Standards?

Created by Coloradans for Colorado students, the Colorado Academic Standards provide a grade-by-grade road map to help ensure students are ultimately successful in college, careers, and life. The standards aim to improve what students learn and how they learn in ten content areas, emphasizing critical-thinking, creativity, problem solving, collaboration, and communication as important life skills in the 21st century.

## Drama and Theatre Arts Education for Middle Schools (6-8)

The drama and theatre arts standards in the middle school years focus on drama knowledge and skills, and theatre elements, to ensure a solid foundation for more specialized theatrical study in later years. In each grade, students investigate and perform various drama techniques and theatrical genres (scripted /improvisational works), examine character and setting scenarios, determine how to develop ideas as a playwright, develop the ability to describe personal preferences for dramatic and theatrical works, and respectfully critique individual/personal as well as peer performances.

## Where can I learn more?

- Contact your school district regarding local decisions related to standards, curriculum, resources, and instruction.
- Colorado Academic Standards Booklets: <http://www.cde.state.co.us/standardsandinstruction/GradeLevelBooks.asp>
- Karol Gates, Colorado Arts Content Specialist at 720-202-9268, [Gates\\_k@cde.state.co.us](mailto:Gates_k@cde.state.co.us)



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# At the end of Seventh Grade, students can...



Drama and Theatre

Seventh Grade



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The Colorado Academic Standards in Drama and Theatre Arts are organized by elements of the Creative Process:

Create → Perform/Present → Know/Comprehend and Critique/Evaluate/Refine

## Drama and Theatre Arts Learning Expectations for Seventh Grade

### Create (Create)

Demonstrate a variety of roles, characters and relationships using varied vocal and physical techniques through improvisation and in scripted texts; select and use appropriate strategies to devise collaborative dramatic works; justify choices on the selection and use of design elements (set, lights, costumes, props, sounds, makeup, special effects, media, publicity) to support scripted and unscripted material.

### Perform (Perform/Present)

Integrate vocal and movement skills to communicate a character's motivation to convey dramatic meaning and portray a believable character in an ensemble performance; identify points in a script that require or enhance the addition of a technical element (props), and demonstrate what the script requires.

### Critically Respond (Know/Comprehend and Critique/Evaluate/Refine)

Discuss and share reasons for critiquing dramatizations and dramatic performances; research architecture, clothing, customs, music, and artwork for a particular time period and culture of a play while acknowledging a diversity of views; use theatre terminology when devising, enacting, discussing, debating, or writing about drama.

## Throughout the Seventh Grade, you may find students successfully applying the elements of the creative process by...

- Performing in a collaborative rehearsal situation as a productive and responsible member of an acting ensemble; participating as an active member of a design team.
- Contributing to the creation of a scene as a character (voice and movement), director (staging and blocking), or designer (concept).
- Discussing the influence of contemporary and historical elements in theatrical works; critiquing a drama or theatre performance using proper theatre vocabulary.
- Researching various elements of scripts/plays such as architecture of the setting/environment for creating sets, type of clothing and voice dialects for characters; finding photos to replicate various props needed such as cash registers in a diner or phones in a home or office.
- Making prop lists, scene books with details of the visual elements as well as director's notes on where to stand, walk; writing summaries or critiques about dramatic performances.