

# A Guide to the Colorado Academic Standards



## Drama and Theatre

Fundamental Pathway  
(Ensemble Building, Sketch  
Comedy, Acting Styles)  
High School

### 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 high school drama and theatre arts education and offers some possible learning experiences students may engage in during this time.

### 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 High Schools (9-12)

The drama and theatre arts standards in the high school years focus on specific drama knowledge and skills and theatre elements to develop a solid foundation for specialized theatrical study (acting/character and script analysis, playwriting, technical theatre such as lights/sound/set and costume design, directing, and film studies). Through a variety of specialized theatre courses, students research, investigate and perform numerous dramatic techniques and theatrical genres such as scripted and improvisational works. They also examine character development and a variety of setting scenarios, develop ideas as playwrights, directors, designers and technicians, describe their own personal preferences for drama and theatre works, and respectfully critique themselves and the performances of others.

### 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 High School, students can...



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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 a Fundamental Pathway in High School (Ensemble Building, Sketch Comedy, Acting Styles)

### Create (Create)

Create scenes to convey an idea; develop improvisation skills through games, and use improvisation as a form and a key technique to develop drama/theatre skills; contribute to the direction of a scene as a member of an ensemble; articulate the rationale for all artistic choices concerning historical periods, genres, and relevant playwrights; determine casting, staging, and technical requirements (set/sound/lights/costumes) for a production.

### Perform (Perform/Present)

Rehearse and perform an improvised scene, play or monologue individually or in an ensemble; demonstrate the ability to utilize the strategies of fundamental theatre styles (tragedy, comedy, melodrama, drama) select and use performance spaces, drama and theatre skills, and production elements appropriate to an audience; facilitate the rehearsal process.

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

Research the cultural and historical background of a specific play; communicate individual research to a collaborative team; investigate and compare common themes among theatre, various art forms, and content areas; perform improvised scenes reflecting content,

character and plot from a variety of dramatic literature; use group-generated criteria to assess one's own work and the work of others.

## Throughout the study of Ensemble Building, Sketch Comedy, or Acting Styles, you may find students in the Fundamental Pathway successfully applying the elements of the creative process by...

- Adapting creative works through the use of current social, political, historical, and cultural themes, issues, or philosophies; using the ensemble process to help build character and self-direction; employing improvisational skills to build on the play development and playwriting processes.
- Explaining the historical and cultural background of different forms of theatre to aid in creating a believable performance; studying and comparing/contrasting various drama and theatre techniques, forms, styles; presenting an improvised scene as an active member of an ensemble.
- Articulating knowledge of theatrical works from various cultures to enhance a personal engagement with dramatic literature and awareness of other cultures and lifestyles; analyzing improvised scenes for content, character and plot from literature; addressing the importance of timelines and personal responsibility as a member of a production ensemble.