

# Theatre 6-8 | T

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard T.P1.A</b>	
<b>Grade Level</b>	<b>Standards</b>
6	<b>6.T.P1.A</b> Describe the underlying thoughts and emotions that create dialogue and action in a theatrical work.
7	<b>7.T.P1.A</b> Discuss and justify various character objectives (choices) in a theatrical work.
8	<b>8.T.P1.A</b> Demonstrate and justify various character choices using given circumstances in a theatrical work.

<b>DOMAIN: Perform</b>	
<b>Foundation P1</b> Select, analyze, and interpret artistic work for performance.	
<b>Standard T.P1.B</b>	
<b>Grade Level</b>	<b>Standards</b>
6	<b>6.T.P1.B</b> Demonstrate physical choices which help create meaning in a theatrical work.
7	<b>7.T.P1.B</b> Discuss and justify various staging choices to enhance the story in a theatrical work.
8	<b>8.T.P1.B</b> Describe and justify how character relationships assist in telling a story of a theatrical work.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard T.P2.A

Grade Level	Standards
6	<b>6.T.P2.A</b> Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
7	<b>7.T.P2.A</b> Participate in and/or lead a variety of acting exercises and techniques that can be applied in a rehearsal or theatrical work.
8	<b>8.T.P2.A</b> Practice various acting techniques to expand skills in a rehearsal or theatrical performance.

## DOMAIN: Perform

### Foundation P2

Develop and refine artistic techniques and work for performance.

### Standard T.P2.B

Grade Level	Standards
6	<b>6.T.P2.B</b> Choose multiple technical elements that can be applied to a design in a theatrical work.
7	<b>7.T.P2.B</b> Demonstrate the use of multiple technical elements in a theatrical work.
8	<b>8.T.P2.B</b> Use multiple technical elements to create a design for a rehearsal or theatrical work.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard T.P3.A</b>	
<b>Grade Level</b>	<b>Standards</b>
6	<b>6.T.P3.A</b> Incorporate voice, movement, and gestures to communicate emotions in a guided theatrical experience (e.g., process drama, story drama, creative drama, etc.).
7	<b>7.T.P3.A</b> Perform in a group-guided or teacher-guided theatrical experience, and present it informally to an audience.
8	<b>8.T.P3.A</b> Perform a rehearsed theatrical work for an audience.

<b>DOMAIN: Perform</b>	
<b>Foundation P3</b> Express meaning through the performance of artistic work.	
<b>Standard T.P3.B</b>	
<b>Grade Level</b>	<b>Standards</b>
6	
7	
8	<b>8.T.P3.B</b> Perform in a specific stage space (proscenium, thrust, etc.). Acknowledge impact of stage style on the performance.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.A

Grade Level	Standards
6	<b>6.T.Cr1.A</b> Identify solutions to staging challenges in a theatrical work.
7	<b>7.T.Cr1.A</b> Investigate multiple perspectives and solutions to staging challenges in a theatrical work.
8	<b>8.T.Cr1.A</b> Investigate and justify multiple perspectives and solutions to staging problems in a theatrical work.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.B

Grade Level	Standards
6	<b>6.T.Cr1.B</b> Identify solutions to design challenges in a theatrical work.
7	<b>7.T.Cr1.B</b> Present and explain solutions to design challenges in a theatrical work.
8	<b>8.T.Cr1.B</b> Discuss and justify solutions to design challenges of a performance space for a theatrical work.

## DOMAIN: Create

### Foundation Cr1

Generate and conceptualize artistic ideas and work.

### Standard T.Cr1.C

Grade Level	Standards
6	<b>6.T.Cr1.C</b> Explore a scripted or improvised character by imagining possible given circumstances in a theatrical work.
7	<b>7.T.Cr1.C</b> Envision and describe a scripted or improvised character's inner thoughts and objectives in a theatrical work.
8	<b>8.T.Cr1.C</b> Develop a scripted or improvised character by discussing and demonstrating the character's inner thoughts, objectives, and motivations in a theatrical work.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard T.Cr2.A

Grade Level	Standards
6	<b>6.T.Cr2.A</b> Analyze original ideas and artistic choices, and incorporate the ideas of others to improve, refine, and edit a devised or scripted theatrical work.
7	<b>7.T.Cr2.A</b> Examine and justify original ideas and artistic choices in a theatrical work based on critical analysis, background knowledge, and historical and cultural context.
8	<b>8.T.Cr2.A</b> Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a theatrical work.

## DOMAIN: Create

### Foundation Cr2

Organize and develop artistic ideas and work.

### Standard T.Cr2.B

Grade Level	Standards
6	<b>6.T.Cr2.B</b> Demonstrate appropriate theatre etiquette during a theatrical work.
7	<b>7.T.Cr2.B</b> Demonstrate appropriate theatrical etiquette toward self, others, and their roles in preparing or devising a theatrical work.
8	<b>8.T.Cr2.B</b> Share responsibilities and leadership roles to develop collaborative goals when preparing or devising theatrical work.

## DOMAIN: Create

### Foundation Cr3

Refine and complete artistic work.

### Standard T.Cr3.A

Grade Level	Standards
6	<b>6.T.Cr3.A</b> Discuss and identify artistic choices in order to refine a devised or scripted theatrical work.
7	<b>7.T.Cr3.A</b> Analyze and refine artistic choices in a devised or scripted theatrical work.
8	<b>8.T.Cr3.A</b> Use analysis and rehearsal to refine a devised or scripted theatrical work.

## DOMAIN: Create

**Foundation Cr3**  
Refine and complete artistic work.

### Standard T.Cr3.B

Grade Level	Standards
6	<b>6.T.Cr3.B</b> Identify the elements of a planned technical design during the rehearsal process for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).
7	<b>7.T.Cr3.B</b> Research multiple technical design elements for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).
8	<b>8.T.Cr3.B</b> Implement a planned technical design using technology for a devised or scripted theatrical work (e.g., lighting, sound, scenery, props, costumes, makeup, etc.).

## DOMAIN: Create

**Foundation Cr3**  
Refine and complete artistic work.

### Standard T.Cr3.C

Grade Level	Standards
6	<b>6.T.Cr3.C</b> Explore various physical and vocal techniques for character development in an improvised or scripted theatrical work.
7	<b>7.T.Cr3.C</b> Demonstrate effective physical and vocal traits of characters in an improvised or scripted theatrical work.
8	<b>8.T.Cr3.C</b> Refine effective physical and vocal traits of characters in an improvised or scripted theatrical work.

## DOMAIN: Respond

### Foundation R1

Perceive and analyze artistic work.

### Standard T.R1.A

Grade Level	Standards
6	<b>6.T.R1.A</b> Describe and record personal reactions to artistic choices in a theatrical work.
7	<b>7.T.R1.A</b> Compare and contrast recorded personal and peer reactions to artistic choices in a theatrical work.
8	<b>8.T.R1.A</b> Use artistic criteria to evaluate artistic choices in a theatrical work.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.A

Grade Level	Standards
6	<b>6.T.R2.A</b> Make personal character choices based on other artists' ideas and/or personal experiences in a theatrical work.
7	<b>7.T.R2.A</b> Discuss how personal experiences may influence other artists' character choices in a theatrical work.
8	<b>8.T.R2.A</b> Justify responses based on personal experiences when participating in or observing a theatrical work.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.B

Grade Level	Standards
6	<b>6.T.R2.B</b> Identify multiple cultural perspectives that may influence a theatrical work.
7	<b>7.T.R2.B</b> Describe how specific cultural perspectives can influence a theatrical work.
8	<b>8.T.R2.B</b> Analyze how perspectives (e.g., social, cultural, historical, etc.) influence the evaluation of a theatrical work.

## DOMAIN: Respond

### Foundation R2

Interpret intent and meaning in artistic work.

### Standard T.R2.C

Grade Level	Standards
6	<b>6.T.R2.C</b> Identify and discuss personal aesthetics, preferences, and beliefs through participation in or observation of theatrical work.
7	<b>7.T.R2.C</b> Interpret and discuss how personal aesthetics, preferences, and beliefs are used in a theatrical work.
8	<b>8.T.R2.C</b> Apply personal aesthetics, preferences, and beliefs to evaluate a theatrical work.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard T.R3.A

Grade Level	Standards
6	<b>6.T.R3.A</b> Use supporting evidence and artistic criteria to evaluate a theatrical work.
7	<b>7.T.R3.A</b> Use supporting evidence and criteria to evaluate a theatrical work.
8	<b>8.T.R3.A</b> Respond to and evaluate a theatrical work using supporting evidence, personal aesthetics, and artistic criteria.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard T.R3.B

Grade Level	Standards
6	<b>6.T.R3.B</b> Use knowledge of multiple production elements to assess aesthetic choices in a theatrical work.
7	<b>7.T.R3.B</b> Use knowledge of multiple production elements to assess aesthetic design and performance choices in a theatrical work.
8	<b>8.T.R3.B</b> Assess aesthetic choices by evaluating the production elements used in a theatrical work.

## DOMAIN: Respond

### Foundation R3

Apply criteria to evaluate artistic work.

### Standard T.R3.C

Grade Level	Standards
6	<b>6.T.R3.C</b> Identify and evaluate issues and situations in a theatrical work from an audience member's perspective.
7	<b>7.T.R3.C</b> Identify how the intended or supposed purpose of a theatrical work appeals to a specific audience.
8	<b>8.T.R3.C</b> Use audience reaction to assess the impact of a theatrical work on that specific audience.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard T.Cn1.A

Grade Level	Standards
6	<b>6.T.Cn1.A</b> Explain how the actions and motivations of characters in a theatrical work may impact a community or culture's understanding.
7	<b>7.T.Cn1.A</b> Incorporate multiple perspectives and/or diverse community ideas in a theatrical work.
8	<b>8.T.Cn1.A</b> Examine a community issue through a theatrical work.

## DOMAIN: Connect

### Foundation Cn1

Synthesize and relate knowledge and personal experiences to artistic endeavors.

### Standard T.Cn1.B

Grade Level	Standards
6	<b>6.T.Cn1.B</b> Identify universal themes or common social issues, and express them through a theatrical work.
7	<b>7.T.Cn1.B</b> Use various theatrical works to examine contemporary social, cultural, or global issues.
8	<b>8.T.Cn1.B</b> Incorporate other art forms (e.g., music, dance, art, and/or media) to strengthen the meaning and conflict in a theatrical work within a particular cultural, global, or historical context.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

### Standard T.Cn2.A

Grade Level	Standards
6	<b>6.T.Cn2.A</b> Analyze two different versions of the same theatrical work to determine differences and similarities in each story.
7	<b>7.T.Cn2.A</b> Research and discuss how a playwright might have intended a theatrical work to be produced.
8	<b>8.T.Cn2.A</b> Research the story elements of a staged theatrical work, and compare them to another production of the same work.

## DOMAIN: Connect

### Foundation Cn2

Relate artistic ideas and works with societal, cultural, and historical text.

### Standard T.Cn2.B

Grade Level	Standards
6	<b>6.T.Cn2.B</b> Investigate the time period and place of a theatrical work to understand performance and design choices.
7	<b>7.T.Cn2.B</b> Examine artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic location to better understand performance and design choices in a theatrical work.
8	<b>8.T.Cn2.B</b> Identify and use artifacts (e.g., music, dance, art, media, etc.) from a time period and/or geographic place to influence performance and design choices in a theatrical work.

# Tennessee Academic Standards for Fine Arts Education

## Introduction

As states are pursuing raised standards for student learning, it is important to recognize the essential role of arts education in the development of well-rounded students preparing for college, career, and life readiness. In fact, Tennessee has made significant artistic contributions across the national landscape, and Tennessee's school teachers and leaders will undoubtedly play an important role in nurturing environments of creativity and innovation that will lead to even greater contributions.

## Tennessee Arts Education at a glance

The federal Every Student Succeeds Act (ESSA) lists the arts and music as a part of a "well-rounded" education, and Tennessee schools offer a rich history of supporting arts education. Tennessee is recognized nationally for significant contributions in arts and culture, and the state academic standards for arts education contribute to increased student access for quality arts education that impacts college, career, and life readiness for Tennessee students. While Tenn. Code Ann. §49-6-1025 speaks to visual art and music instruction for grades K-8, schools also offer courses in dance, theatre, and media arts instruction.

**(a)** The course of instruction in all public schools for kindergarten through grade eight (K-8) shall include art and music education to help each student foster creative thinking, spatial learning, discipline, craftsmanship and the intrinsic rewards of hard work.

**(b)** Local boards of education are encouraged to fully implement the art and music curriculum adopted by the board of education through both art and music classes, as well as integration into other core academic subjects.

In addition, Tennessee graduation requirements stipulate one full credit of fine arts, and many students elect to focus concentration on sequential course offerings in multiple arts disciplines, including visual arts, dance, media arts, theatre, and vocal and instrumental music. As the economic development of Tennessee becomes increasingly dependent upon skills and outcomes that are embedded in the Tennessee Standards for Arts Education, such as critical and creative thinking, problem solving, collaboration, reflection, and persistence, it will become even more important to ensure that Tennessee students are engaged in sequential standards-based arts instruction. Arts education can also reach a diversity of learners by embodying learning modalities, helping all students learn. For these reasons and others, it is important to consider

several supporting factors when implementing the Tennessee Standards for Arts Education. The National Association for Music Education and the National Art Education Association have developed National Opportunity to Learn Standards to correspond to the implementation of standards-based arts education instruction, and local boards of education are encouraged to implement the support needed to facilitate quality fine arts instruction.

### 2016 Revision Process Overview

The Tennessee State Board of Education and the project leadership team partnered with multiple arts agencies such as state arts education teachers associations, higher education institutions, and arts education leadership councils in order to create and disseminate a stakeholder feedback survey and recruit nominations for the writing team application process. After the writing team was selected, they conducted a careful examination of the data from the state arts education standards feedback survey and created principles to guide the development of the 2016 Standards for Arts Education. The resulting standards are organized in a way that brings more unity to all of the arts disciplines while maintaining the integrity of each specific content area. It is an attempt to bring the rich content of the previous standards to more modern understandings of standards so that districts can create high quality curriculum guides and students can have the most robust arts learning possible. If implemented with fidelity, the goal of the revised standards will be to teach all students to become quality artists capable of not only performing and creating artistic works with great fidelity, but also expressing meaning and understanding through the arts.

The next section will explain the overarching framework that houses the standards. It is important to note that some content areas will present the information in a different sequence in order to bring focus to the standards. For example, you may see the “Create” domain appear first in Visual Arts while the “Perform” domain appears first for music. This is not a mistake but an intentional presentation of the priorities for the major work of the content area. It is also important to note the major difference in visual presentation between previous state standards versions and the current drafts (not in final format versions). The previous standards were essentially a listing of 6-9 (depending on the specific arts content area) statements followed by a listing of grade/level specific performance indicators. Eleven foundational statements consistent among all of the arts content areas guide the updated standards, and the actual standards that follow are content and grade/level specific. Another significant consideration is that, depending on the particular grade and content area, not all of the 11 foundations are weighted equally in terms of expected instructional time or importance towards comprehensive artistic growth. Each content area and grade level

will refer to the “major work of the grade” to communicate which foundations are expected to be prioritized in order for students to gain mastery consistent with college and career readiness in the specific art form.

Shared between all fine arts disciplines are the eleven foundations and the four overarching domains. The Tennessee Portfolio of Student Growth System implemented the use of the “Perform, Create, Respond, and Connect” Domains in 2011, and the 2016 Standards for Arts Education continue to group all of the revised standards in similar domains, listed below. It is important to keep in mind that the order of the domains will depend on each specific content area.

Domains:

P= Perform (Music, Dance, Theatre); Present (Visual Arts) Produce; (Media Arts)

Cr= Create

R= Respond

Co= Connect

As mentioned previously, each domain has two or three “foundations” that are common among all fine arts disciplines, totaling eleven overarching statements of requisite behaviors for artistic growth. Again, it is important to keep in mind that that not all foundations are implied to be weighted equally. The weighting changes depending on the grade and course expectations for the specific fine arts disciplines.

Foundations:

P= Perform (Music, Dance, Theatre); Present (Visual Arts); Produce (Media Arts)

1. Select, analyze, and interpret artistic work for performance/presentation/production.
2. Develop and refine artistic techniques and work for performance/presentation/production.
3. Convey and express meaning through the performance/presentation/production of artistic work.

Cr= Create

1. Generate and conceptualize artistic ideas and work.
2. Organize and develop artistic ideas and work.
3. Refine and complete artistic work.

R= Respond

1. Perceive and analyze artistic work.
2. Interpret intent and meaning in artistic work.
3. Apply criteria to evaluate artistic work.

Co= Connect

1. Synthesize and relate knowledge and personal experiences to artistic endeavors.
2. Relate artistic ideas and works with societal, cultural, and historical context.

A Guide to the Coding of the Updated Standards

The standards are coded with the grade level, content area, domain, foundation, and a letter might also be used to delineate subsections of the particular foundation. Some foundations will contain more standards than other, depending on the content and grade level.

Examples:

**K.VA.P.1.A** Select art objects for personal portfolio and display, explaining why they were chosen.

Kindergarten (K) is the grade, Visual Arts (VA) is the content, Present (P) is the domain, 1 is the foundation “Select, analyze, and interpret artistic work for presentation”, and A is the actual standard.

**6.IM.P.2.C** Demonstrate musical literacy on the instrument, individually and in ensemble settings, by adequately sight-reading a varied repertoire of music. For example: Demonstrate an understanding of basic elements associated with successful sight-reading.

Sixth Grade (6) is the grade, Instrumental Music (IM) is the content, Perform (P) is the domain, 2 is the foundation “Develop and refine artistic techniques and work for performance”, and C is the third standard under this foundation.

### Additional Considerations

The following are several considerations to provide context around the revised standards for arts education:

#### 1. Literacy in the Arts Classrooms

Literacy is an important concept in all academic areas. Rather than being a stand-alone subject area, literacy provides a pathway for cognition, enabling students to learn content efficiently and express themselves effectively. The arts, like all subject areas, help to reinforce literacy through the careful study of discipline specific vocabulary, the review of primary sources in the content, and a variety of engagement opportunities specifically in the artistic domains of “Respond” and “Connect”. However, the predominance of Tennessee Standards for Arts Education prioritizes the principles of artistic literacy, such as visual thinking strategies, aural literacy (audiation), and notation literacy (decoding symbolic systems of music notation to create and interpret meaning). To the goals of college and career readiness, it would be counter productive for school leaders to suggest that an arts teacher limit the implementation of the Tennessee Standards for Arts Education during instructional time in order to reinforce learning in English language arts classrooms. Arts teachers’ instructional efforts are best leveraged when creating synergy towards the multiple meanings of literacy instruction, and the multiple meanings are embedded as appropriate to each arts discipline in the Tennessee Standards for Arts Education.

#### 2. Major Work of the Grade

As previously noted, the specific grade level and discipline within the arts will prioritize instructional time within certain foundations. Not all of the content in a given grade/course is emphasized equally in the standards. Some foundations require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to arts learning or the demands of college and career readiness. In addition, an intense focus on the most critical material at each grade allows depth in learning. That is not to say the other foundations are not important, only that the urgency towards mastery does not require the same amount of instructional time depending on the course and experience level of the young artists. For example, it might be common in level one beginning band and orchestra to prioritize instructional time in foundation P2 “Develop and refine artistic techniques and work for performance” and, for example, prioritize P3 “Convey and express meaning through the performance” more heavily as the student progresses through the middle school and high schools levels of instrumental music. While P1 “Select, analyze, and interpret artistic work for performance” would be covered during instruction, the relative instructional time needed to achieve the standards would not be comparable.

### 3. Grade Bands

Within the Tennessee Standards for Arts Education, elementary school is defined as grades K-5; middle school as grades 6-8; and high school as grades 9-12. It is important to note that in some content areas, the student point of entry is dependent upon certain factors and districts should exercise care when developing curriculum maps and course offerings. For example, to become college ready in most ensemble-based performing arts coursework, instruction should start in middle school and progress sequentially through high school. The Tennessee Standards for Arts Education are constructed to reflect this common expectation.

### 4. Opportunity to Learn Standards

The Tennessee Standards for Arts Education are written to reflect conditions described in the basic level programing from the National Opportunity to Learn Standards for Music and Arts Education.