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| Drama MS Intermediate Drama MYP | **Standards-Based Education Priority Standards** |
| **6th-8th Grade** | |
| *Creating* | |
| C TH:Cr1.1.7c. Envision and describe a scripted or improvised character’s inner thoughts and objectives in a drama/theatre work. | |
| C TH:Cr2.1.7b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work. | |
| C TH:Cr3.1.7a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work. | |
| C TH:Cr3.1.7b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work | |
| *Performing* | |
| B TH:Pr4.1.7a. Consider various staging choices to enhance the story in a drama/theatre work. | |
| B TH:Pr4.1.7b. Use various character objectives in a drama/theatre work. | |
| B TH:Pr5.1.7a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance. | |
| B TH:Pr6.1.7a. Participate in rehearsals for a drama/theatre work that will be shared with an audience. | |
| *Responding* | |
| D TH:Re8.1.7b. Describe how cultural perspectives can influence the evaluation of drama/theatre work. | |
| D TH:Re8.1.7c. Interpret how the use of personal aesthetics, preferences, and beliefs can be used to discuss drama/theatre work. | |
| D TH:Re9.1.7a. Explain preferences, using supporting evidence and criteria to evaluate drama/theatre work. | |
| *Connecting* | |
| A TH:Cn10.1.7a. Incorporate multiple perspectives and diverse community ideas in a drama/theatre work. | |
| *Reading & Writing* | |
| B 6-8.RST.3 - Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks. | |
| B 6-8.WHST.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes. | |
| B 6-8.WHST.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |