	Kindergarten	First	Second	Third	Fourth	Fifth
1.0 Artistic Perception	Use vocabulary of theatre such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences Identify differences between real people and imaginary characters	Use the vocabulary of theatre such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences Observe and describe the traits of a character	Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences. Use body and voice to improvise alternative endings to a story.	Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences. Identify who, what, where, when, and why (the Five Ws) in a theatrical experience.	Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences. Identify a character's objectives and motivations to explain that character's behavior. Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. Examples: I want you to go. I want you to go. I want you to go.	Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences. Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.
2.0 Creative Expression	Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors)	Demonstrate skills in pantomime, tableau, and improvisation	Perform in group improvisational theatrical games that develop cooperative skills and concentration. Retell familiar stories	Participate in improvisations that incorporate the Five Ws. Demonstrate knowledge	Retell or improvise stories from classroom literature in a variety of tones	Participate in improvisational activities to explore complex ideas and universal themes in literature and life. Collaborate as an actor, director, scriptwriter, or

	Perform group pantomime to retell familiar stories	Dramatize or improvise simple stories from literature or life experience, plot (beginning, middle and end), tableau, pantomime	sequencing story points and identifying character, setting, and conflict	of basic blocking and stage areas.		technical artist in creating formal or informal theatrical performances.
3.0 Historical and Cultural Context	Retell or dramatize stories, myths, fables, and fairytales from various cultures and times.	Identify the cultural and geographic origins of stories Identify theatrical conventions like props, costumes, sets	Identify universal characters in stories and plays from different periods and places	Dramatize the cultural versions from similar stories from around the world. Identify themes from stories or plays from different times and places	Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California. Recognize key developments in the entertainment industry in California history.	Interpret how theatre and storytelling of cultural groups reflects their beliefs. Analyze how theatre is a part of our daily life.
4.0 Aesthetic Valuing	Respond to theatre appropriately as an audience member Compare a real story with a fantasy story	Describe what was liked about a theatrical work or a story. Identify and discuss emotional reactions to a theatrical experience.	Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character. Respond to a live performance with appropriate audience behavior. Identify the message or moral of a work of	Compare the content or message in two different works of theatre.	Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement. Describe students responses to a work of theatre and explain what the scriptwriter did to elicit those responses.	Describe devices actors use to convey meaning or intent in commercials on television.

			theatre.			
5.0 Connections, Relationships, Applications	Dramatize information from other content areas- Use movement and voice Demonstrate ability to participate cooperatively in performing a pantomime or dramatizing a story	Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly. Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.	Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.	Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the Five Ws. Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.	Dramatize events in California history. Use improvisation and dramatization to explore concepts in other content areas.	Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history social science.