



**An Introduction to the New Oklahoma Fine
Arts Standards for Dance, Drama/Theatre,
Music, & Visual Art**

July 16, 2020, 10:30 a.m.

Presented by:

Elizabeth Maughan, Ph.D.

Director of Fine Arts

405-522-0863

Elizabeth.Maughan@sde.ok.gov



@ElizMaughan



OK Fine Arts



Session Description & Goals

Explore the new Fine Arts standards and their connections to other initiatives, such as Programs of Excellence and the Curriculum Frameworks.

Goals: To become familiar with the new standards and examine creative processes that may be overlooked in curriculum.

Who is attending today?



Change your Zoom username - 1

We will be using meeting rooms later during the session, so to speed up the sorting process, please add letters for your subject area in front of your name.

- Dance
 - **MSD or HSD**
- Drama/Theatre or Speech/Drama/Debate
 - **MSDT or HSDT (MSSDD or HSSDD)**
- Music - Elem, Choral, Instrumental
 - **EM, MSC, MSI, HSC, HSI**
- Visual Art
 - **EA, MSA, HSA**

If you teach 6-12 instrumental music or 7-12 drama/theatre, then choose the area you feel you will need the most support in as you use these new standards. If you are an administrator, choose an area of interest.

Change your Zoom username - 2

Two ways to change your name

1. Right click your picture and select “Rename.”
2. Add the correct acronym to the front of your name. For Lindsey Schroder, she would change her name to EM Lindsey Schroder.

OR

1. Open the participant’s list on Zoom (button at the bottom of your Zoom screen).
Find your name.
2. Hover your mouse over your name. Click the “More” button and select “Rename.”
3. Follow the same directions as above.

Discussion Leads

- **MSD** - Tonya Kilburn
- **HSD** - Erika Vasquez
- **MSDT** - Greg Eskridge
- **HSDT** - Brooke Perez
- **EM** - Lindsey Schroder
- **MSC** - Meghan Loyd
- **MSI** - Mike Raiber
- **HSC** - Sohailah Stout
- **HSI** - Levi Dobrinski
- **EA** - Tracy Gibson
- **MSA** - Morgan Brown
- **HSA** - Brandy Sitts

Session Agenda

- Explore the new fine arts standards
- Analyze standards for your particular grade band/level in 12 separate break out rooms
- Discuss and plan next steps for instruction in the 2020-21 school year.
- Examine draft plans for the development of the Oklahoma Fine Arts Curriculum Frameworks.

2020 Fine Arts Standards



Revision Process

Executive Committee

Supports OSDE Director of Fine Arts in guiding the writing/revision process for dance, drama/theatre, music, and visual art.

Writing Committee

Writes/revises standards and responds to feedback from Draft Committees and Public Comment.

Draft Review Committee

Reviews early drafts of the standards created/revised by the Writing Committees and provides feedback.

Executive Committee

- **Jennifer Allen-Barron**, Oklahoma Arts Council
- **Chris Barber**, Owasso Public Schools
- **Bob Beatley**, Mooreland Public Schools
- **Dr. Brad Benson**, Norman Public Schools
- **Levi Dobrinski**, Putnam City Public Schools
- **Greg Eskridge**, Oklahoma City Public Schools
- **Dr. Tracey Gregg-Boothby**, Rose State University

Executive Committee - 2

- **Susan Gabbard**, retired, Oklahoma City Public Schools
- **Tonya Kilburn**, Prairie Dance Theatre
- **Dr. Michael Raiber**, Mustang Public Schools
- **Lindsey Schroder**, Chisholm Public Schools
- **Brandy Sitts**, Putnam City Public Schools
- **Rhonda Taylor**, Oklahoma City Public Schools
- **Ranell Zurmehly**, Mid-Del Public Schools

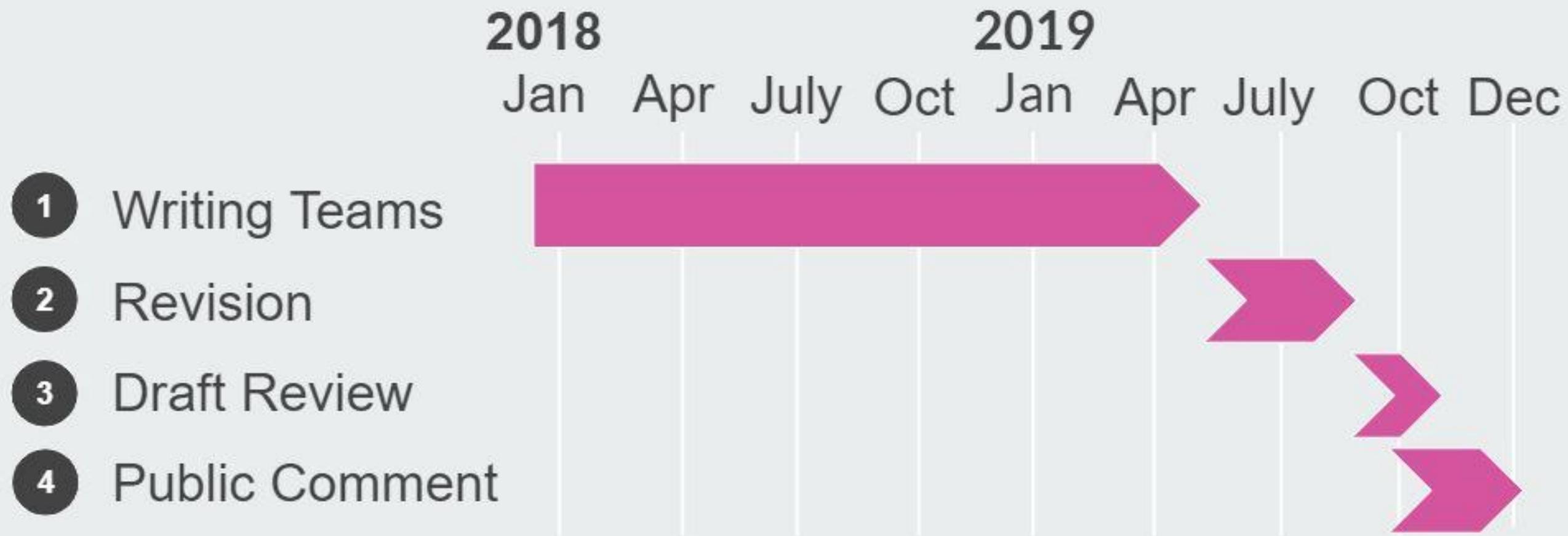
Standards Writing Team

- **17 School Districts**
- **6 Higher Education Institutions**
- **3 Community Members**

Standards Draft Teams

- **14 School Districts**
- **6 Higher Education Institutions**
- **2 Community Members**

Standards Timeline



Oklahoma's Vision for Fine Arts

The Oklahoma Standards for Fine Arts are designed to support all Oklahoma students to develop and achieve artistic literacy and to promote access and equity in the arts.

The Four Disciplines

Dance: Enables students to outwardly express and create through the medium of physical movement.

Drama/Theatre: Drama is any informal dramatic element that is designed for the experience/educational value. Theatre is formal study which culminates in dramatic interpretation.

Music: Provides students the opportunity to create, understand, compose, improvise, and perform music.

Visual Art: Helps students develop skills to express themselves visually and understand the visual expression of others.

The Four Artistic Processes

- Creating/Creative Process
- Performing/Production
- Connecting/Cultural and Historical Perspectives
- Responding/Aesthetic Response and Critique Methodologies

Reading the Standards



Oklahoma Academic Standards for Fine Arts Dance (D)

Dance (D)



Discipline

Artistic Process



Performing (PR)

Grade Level



Second Grade (2)

Standards



Standard	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)	Second Grade (2)
D.PR.1: Develop and refine artistic techniques and work for presentation.	PK.D.PR.1.1 Identify and move body parts and imitate movements upon request.	K.D.PR.1.1 Isolate body parts in relation to other body parts and imitate and recall movements upon request.	1.D.PR.1.1 Imitate movements and spatial arrangements of body parts.	2.D.PR.1.1 Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
	PK.D.PR.1.2 Imitate basic locomotor and non-locomotor movements.	K.D.PR.1.2 Imitate same-side and cross-body patterning and demonstrate locomotor and non-locomotor movements.	1.D.PR.1.2 Imitate a range of locomotor and non-locomotor movements, body patterning, body shapes, and body pathways.	2.D.PR.1.2 Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences using a variety of levels and body pathways.
	PK.D.PR.1.3 Move in general space and start and stop on cue while maintaining personal space.	K.D.PR.1.3 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	1.D.PR.1.3 Move safely in general space through a range of activities and group formations while maintaining personal space.	2.D.PR.1.3 Utilize spatial awareness to coordinate other levels, directions, and pathway designs.
	PK.D.PR.1.4 Recognize that food provides energy for	K.D.PR.1.4 Differentiate between healthy and	1.D.PR.1.4 Discuss the importance of hydration and	2.D.PR.1.4 Recognize the good health balance of



Objectives

Standards Changes & Shifts

1. Added PK & K grade standards
2. Added dance & drama/theatre
3. Expanded Secondary Music Standards

PK & K Standards

Dance	PK.D.CR.1.1 Respond in movement to a variety of sensory stimuli (e.g., music/sound, visual, tactile).
Drama/ Theatre	PK.DT.CR.1.1 With guidance, retell stories, and/or imagine variations of existing stories utilizing developmentally appropriate culturally diverse literature.
Music	PK.M.CR.1.1 Explore the elements of music, including: A. Rhythm (steady beat) C. Tempo (fast/slow) B. Pitch (high/low) D. Dynamics (loud/quiet)
Visual Art	PK.VA.CP.2.1 Engage in self-directed creative play with art materials.

7th - 8th Dance Standards

Performing (PR)

Standard	Sixth Grade (6)	Seventh Grade (7)	Eighth Grade (8)
D.PR.1: Develop and refine artistic techniques and work for presentation.	6.D.PR.1.1 Identify body pathways (central, transverse, and peripheral) to clarify movement intention.	7.D.PR.1.1 Identify and explore the fundamental movement patterns of total body connectivity including body half, cross lateral, upper/lower, core/distal.	8.D.PR.1.1 Identify and explore the progression of simultaneous, sequential, successive movement.

High School Drama/Theatre Standards

Connecting (CN)

Standard	Proficient (I)	Advanced (II)	Accomplished (III)
DT.CN.2: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.	I.DT.CN.2.1 Explore how cultural, global, and historic belief systems affect/have affected creative choices in drama/theatre work.	II.DT.CN.2.1 Examine contemporary social, cultural, or global issues through different forms of drama/theatre work.	III.DT.CN.2.1 Collaborate on a drama/theatre work that examines a critical global issue using multiple personal, community, and cultural perspectives.

Expanded Secondary Music Standards

The 2014 Choral Ensemble standards addressed Performance in 2 of 9 standards:

- *Perform in chamber settings and respond appropriately to other ensemble members' musical cues.*
- *Perform in large ensembles and respond appropriately to the conductor's patterns, gestures, and cues.*

Expanded Secondary Music Standards - 2

Performing (P)					
Standard	Novice (N)	Intermediate (I)	Proficient (P)	Advanced (AD)	Accomplished (AC)
M.PR.5: Perform expressively, with appropriate interpretation and technical accuracy.	N.M.PR.5 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.	I.M.PR.5 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.	P.M.PR.5 Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	AD.M.PR.5 Demonstrate developing fluency of the technical demands and expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.	AC.M.PR.5 Demonstrate fluency and command of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

2020 Oklahoma Academic Fine Arts Standards



<https://bit.ly/2020ArtsStandards>

<https://bit.ly/FAstandardswebsite>

Standards Overview

A well-rounded education addresses the development of all the realms of human behavior—the physical, emotional, social, and intellectual. Neglecting any of the areas weakens all the rest; therefore, Oklahoma students must have access to arts education that includes dance, drama/theatre, music, and visual art.

Standards Overview - 2

Schools that provide quality arts experiences, based on sequential skill development, supplemented with carefully selected arts resources, can help students cultivate a positive attitude towards themselves and toward learning—an attitude that carries over to their entire education and life. In short, access to arts education prepares students to be creative, persistent, and compassionate adults.

Standards Layout

Discipline
Grade Band



Artistic Processes

**Creating/
Creative Process**

**Performing/
Production**

**Connecting/Cultural
& Historical
Perspectives**

**Responding/Aesthetic
Response and Critique
Methodologies**



Standard



Standard



Standard



Standard



Objectives



Objectives



Objectives



Objectives

Standards Layout - 2



Oklahoma Academic Standards for Fine Arts Dance (D)

Dance (D)



Discipline

Artistic Process



Performing (PR)

Grade Level



Second Grade (2)

Standards



Standard	Pre-Kindergarten (PK)	Kindergarten (K)	First Grade (1)	Second Grade (2)
D.PR.1: Develop and refine artistic techniques and work for presentation.	PK.D.PR.1.1 Identify and move body parts and imitate movements upon request.	K.D.PR.1.1 Isolate body parts in relation to other body parts and imitate and recall movements upon request.	1.D.PR.1.1 Imitate movements and spatial arrangements of body parts.	2.D.PR.1.1 Repeat movements with an awareness of self and others in space. Self-adjust and modify movements or placement upon request.
	PK.D.PR.1.2 Imitate basic locomotor and non-locomotor movements.	K.D.PR.1.2 Imitate same-side and cross-body patterning and demonstrate locomotor and non-locomotor movements.	1.D.PR.1.2 Imitate a range of locomotor and non-locomotor movements, body patterning, body shapes, and body pathways.	2.D.PR.1.2 Demonstrate a range of locomotor and non-locomotor movements, body patterning, and dance sequences using a variety of levels and body pathways.
	PK.D.PR.1.3 Move in general space and start and stop on cue while maintaining personal space.	K.D.PR.1.3 Move safely in general space and start and stop on cue during activities, group formations, and creative explorations while maintaining personal space.	1.D.PR.1.3 Move safely in general space through a range of activities and group formations while maintaining personal space.	2.D.PR.1.3 Utilize spatial awareness to coordinate other levels, directions, and pathway designs.
	PK.D.PR.1.4 Recognize that food provides energy for	K.D.PR.1.4 Differentiate between healthy and	1.D.PR.1.4 Discuss the importance of hydration and	2.D.PR.1.4 Recognize the good health balance of



Objectives

Discussion Rooms

- **MSD** - Tonya Kilburn
- **HSD** - Erika Vasquez
- **MSDT** - Greg Eskridge
- **HSDT** - Brooke Perez
- **EM** - Lindsey Schroder
- **MSC** - Meghan Loyd
- **MSI** - Mike Raiber
- **HSC** - Sohailah Stout
- **HSI** - Levi Dobrinski
- **EA** - Tracy Gibson
- **MSA** - Morgan Brown
- **HSA** - Brandy Sitts

Middle School Dance

Tonya Kilburn, Prairie Dance Theatre

High School Dance

Erika Vasquez, Classen SAS at NE High School

Middle School Drama/Theatre

Greg Eskridge, Cesar Chavez Elementary School

High School Drama/Theatre

Brooke Perez, SouthMoore High School

Elementary Music

Lindsay Schroder, Chisholm Elementary School

Middle School Choir

Meghan Loyd, Midwest City Middle School

Middle School Instrumental

Dr. Mike Raiber, Mustang Central Middle School

High School Choir

Sohailah Stout, Mustang High School

High School Instrumental

Levi Dobrinski, PC West High School

Elementary Art

Tracy Gibson, Norman High School

Middle School Art

Morgan Brown, Jenks Middle School

High School Art

Brandy Sitts, Putnam City Schools

Dance Jam Board

<https://bit.ly/jamdance>

Music Jam Boards

Elementary and MS Music:

<https://bit.ly/PK8Jam>

HS Music:

<https://bit.ly/HSMusJam>

Drama/Theatre Jam Board

<https://bit.ly/dramajam>

Visual Art Jam Board

<https://bit.ly/artjam2020>

Share Out

- **MSD** - Tonya Kilburn
- **HSD** - Erika Vasquez
- **MSDT** - Greg Eskridge
- **HSDT** - Brooke Perez
- **EM** - Lindsey Schroder
- **MSC** - Meghan Loyd
- **MSI** - Mike Raiber
- **HSC** - Sohailah Stout
- **HSI** - Levi Dobrinski
- **EA** - Tracy Gibson
- **MSA** - Morgan Brown
- **HSA** - Brandy Sitts

Next Steps

- The full and discipline-specific standards documents are available on the fine arts website: <https://sde.ok.gov/2020-fine-arts-standards>
- Half-day Professional Development Workshops this fall - in-person or virtual

Curriculum Frameworks

- A team of educators are working this year to create objective analyses for every standard/objective.
- Next year, a new team will create essential questions, enduring understandings, possible lesson plans, unit ideas, pacing guides, etc.

Wiki

Pages & Files

Search this workspace

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

Welcome to the Drama/Theatre Framework Homepage

The Oklahoma Academic Standards for Drama/Theatre (OAS-DT) were adopted in the spring of 2020. The Oklahoma State Department of Education wishes to ensure all Oklahoma educators deeply understand the intent of the standards. This website supports educators with resources that promote implementing the standards with fidelity.

Navigation Tips

- The "Wiki" link in the upper left corner of every page leads back to this homepage.
- The arrow in the upper right hand corner hides and displays the side column

Contact Us:

If you have suggestions or feedback on this site, reach out to the fine arts director, Elizabeth Maughan.



Grade-Level Frameworks

Each grade level has analyses of every objective with teacher and student actions, supporting resources, and teacher insights; proficiency levels with instructional guidance; and engagement strategies.



Oklahoma Academic Standards for Drama/Theatre Documents

Full Document A complete version of the Oklahoma Academic Standards for Drama/Theatre

Grade-Level Documents Your grade's standards in a succinct PDF



Other Resources

General Routines for Instruction

Curriculum Maps & Pacing Guides

History of the Drama/Theatre Framework

Engagement Strategies

Navigator

Eighth

ELA Standards Docs

Eleventh

Engagement Strategies

Fifth

First

Pages Files

options

SideBar

Math Framework

Science Framework

Send Us Feedback Here

Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

Overview Navigating the Site

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

Kindergarten Introduction

Introduction to Kindergarten

Students in Kindergarten learn to create through dramatic play and guided drama experiences by organizing, developing and rehearsing their ideas and work. Kindergartners perform non-exhibitional works and develop expertise by assuming roles in a variety of dramatic forms. Students respond to drama/theatre experiences by asking questions, reflecting upon experiences, and sharing likes/dislikes about play plans, dramatic play, guided drama, and/or developmentally appropriate theatrical performances viewed. Connections are made by identifying similarities between oneself, classmates, and characters and by connecting drama/theatre with personal and societal contexts, including culturally diverse stories and texts.



Objective Analysis

The 4 overarching strands are broken down into specific objectives. Each objective is analyzed with student actions, teacher actions, supporting resource(s), and teacher insights. Visit the Overview of Objective Analysis to learn about the purpose, layout, and design.



Strand Progressions

See how the four strands develop throughout the course of a student's academic career, PK-12.



Engagement Strategies

Teachers can engage their students in drama/theatre activities with these strategies.

Navigator

- [Eighth](#)
- [ELA Standards Docs](#)
- [Eleventh](#)
- [Engagement Strategies](#)
- [Fifth](#)
- [First](#)

Pages Files options

SideBar



Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

Overview Navigating the Site

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

Kindergarten Drama/Theatre Standards

[Back to Homepage](#)

[Back to Kdg Introduction](#)

[Overview of Objective Analysis for Kdg.](#)

Click on an objective for student actions, teacher actions, supporting resource(s), and teacher insights.

Creating: Conceiving and developing new ideas and work

Standard: Generate and conceptualize artistic ideas and work.

Essential Question: What happens when theatre artists use their imaginations, creativity, and/or learned theatre skills?

Enduring Understanding: Drama/Theatre skills teach us to use our imaginations, and further develop intuition, curiosity, visualization, creativity, critical inquiry, and problem-solving abilities, all of which enrich processes and products.

K.CR.1.1	Engage in planning a series of events for dramatic play or a guided drama experience (for example, play plans, creative drama, story drama, process drama) based on existing stories or creating new stories.
K.CR.1.2	Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, masks, and/or costume pieces for dramatic play or guided drama experiences (for example, play plans, creative drama, story drama, process drama).
K.CR.1.3	Develop characters authentic to the drama/theatre work by demonstrating ideas concerning voice, gestures, and movements appropriate to the characters and story developed.

Navigator

[Eighth](#)

[ELA Standards Docs](#)

[Eleventh](#)

[Engagement Strategies](#)

[Fifth](#)

[First](#)

Pages

Files

options

SideBar

[Math Framework](#)

[Science Framework](#)

[Send Us Feedback Here](#)

Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

[Overview Navigating the Site](#)

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

Kindergarten Drama/Theatre Standards

[Back to Homepage](#)

[Back to Kdg Introduction](#)

[Overview of Objective Analysis for Kdg.](#)

Click on an objective for student actions, teacher actions, supporting resource(s), and teacher insights.

Creating: Conceiving and developing new ideas and work

Standard: Generate and conceptualize artistic ideas and work.

Essential Question: What happens when theatre artists use their imaginations, creativity, and/or learned theatre skills?

Enduring Understanding: Drama/Theatre skills teach us to use our imaginations, and further develop intuition, curiosity, visualization, creativity, critical inquiry, and problem-solving abilities, all of which enrich processes and products.

K.CR.1.1	Engage in planning a series of events for dramatic play or a guided drama experience (for example, play plans, creative drama, story drama, process drama) based on existing stories or creating new stories.
K.CR.1.2	Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, masks, and/or costume pieces for dramatic play or guided drama experiences (for example, play plans, creative drama, story drama, process drama).
K.CR.1.3	Develop characters authentic to the drama/theatre work by demonstrating ideas concerning voice, gestures, and movements appropriate to the characters and story developed.

Navigator

[Eighth](#)

[ELA Standards Docs](#)

[Eleventh](#)

[Engagement Strategies](#)

[Fifth](#)

[First](#)

Pages

Files

options

SideBar

[Math Framework](#)

[Science Framework](#)

[Send Us Feedback Here](#)

Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

[Overview Navigating the Site](#)

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

K.CR.1.1

Creating: Conceiving and developing new ideas and work

Standard: Generate and conceptualize artistic ideas and work.

K.CR.1.1 Engage in planning a series of events for dramatic play or a guided drama experience (for example, play plans, creative drama, story drama, process drama) based on existing stories or creating new stories.

Student Actions	Teacher Actions
<ul style="list-style-type: none"> Students will retell developmentally appropriate literature in guided drama experiences. Students will share stories and/or imagine variations of stories. Students will reflect upon the stories created in the dramatic play or a guided drama experience (for example, play plans, creative drama, story drama, process drama) by recounting who, what, where, and when, and describing characters and setting, through words, drawings, writing behaviors and further enactments. 	<p>Students at this level require guidance and support during instructional opportunities for this objective.</p> <ul style="list-style-type: none"> Teachers read developmentally appropriate literature for students to dramatize and retell including fairy tales, fables, Native American stories, and folk tales. Teacher monitors and gives basic directions to facilitate play plans, creative drama, story drama, and process drama. Teacher provides opportunities for students to plan dramatic play as a large group and smaller student-led groups.

Supporting Resources	Teacher Insights
<ul style="list-style-type: none"> Grimm's Fairy Tales Developing group norms 	<ul style="list-style-type: none"> At this stage, students will need support as they develop creative skills and plan events. Agreed upon rules may help students as they work in large and small groups. Help students establish norms before beginning dramatic play or guided drama experiences.

Navigator

[Eighth](#)
[ELA Standards Docs](#)
[Eleventh](#)
[Engagement Strategies](#)
[Fifth](#)
[First](#)

Pages Files options

SideBar

Math Framework

Science Framework

Send Us Feedback Here

Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

Overview Navigating the Site

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

Kindergarten Drama/Theatre Standards

[Back to Homepage](#)

[Back to Kdg Introduction](#)

[Overview of Objective Analysis for Kdg.](#)

Click on an objective for student actions, teacher actions, supporting resource(s), and teacher insights.

Creating: Conceiving and developing new ideas and work

Standard: Generate and conceptualize artistic ideas and work.

Essential Question: What happens when theatre artists use their imaginations, creativity, and/or learned theatre skills?

Enduring Understanding: Drama/Theatre skills teach us to use our imaginations, and further develop intuition, curiosity, visualization, creativity, critical inquiry, and problem-solving abilities, all of which enrich processes and products.

K.CR.1.1	Engage in planning a series of events for dramatic play or a guided drama experience (for example, play plans, creative drama, story drama, process drama) based on existing stories or creating new stories.
K.CR.1.2	Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, masks, and/or costume pieces for dramatic play or guided drama experiences (for example, play plans, creative drama, story drama, process drama).
K.CR.1.3	Develop characters authentic to the drama/theatre work by demonstrating ideas concerning voice, gestures, and movements appropriate to the characters and story developed.

Navigator

[Eighth](#)
[ELA Standards Docs](#)
[Eleventh](#)
[Engagement Strategies](#)
[Fifth](#)
[First](#)

Pages Files

options

SideBar

[Math Framework](#)

[Science Framework](#)

[Send Us Feedback Here](#)

Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

[Overview Navigating the Site](#)

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

K.CR.1.2**Creating: Conceiving and developing new ideas and work**

Standard: Generate and conceptualize artistic ideas and work.

K.CR.1.2 Imagine production elements for a unified drama/theatre concept by using non-representational materials to create props, puppets, masks, and/or costume pieces for dramatic play or guided drama experiences (for example, play plans, creative drama, story drama, process drama).

Student Actions	Teacher Actions
<ul style="list-style-type: none"> Select and use non-representational materials to create props, puppets, masks, and/or costume pieces. 	<p>Students at this level require guidance and support during instructional opportunities for this objective.</p> <ul style="list-style-type: none"> Teachers may demonstrate using one or more everyday items as props, puppets, masks, or costume pieces in drama experiences. Teacher monitors and gives students limited options when facilitating play plans, creative drama, story drama, and process drama. Teacher provides opportunities for students to freely select items for dramatic play and guided drama experiences.

Supporting Resources	Teacher Insights
<ul style="list-style-type: none"> Improv prop activity Prop ideas to encourage dramatic play 	<ul style="list-style-type: none"> At this stage, students will need support as they develop creative skills and select items. Limiting items to just a few things and helping students see the possibilities may be the best place to start. Teachers should help students see possibilities of non-representational items (ex., instead of using a princess costume, create a princess _____ from the item possibilities).

Navigator

[Eighth](#)[ELA Standards Docs](#)[Eleventh](#)[Engagement Strategies](#)[Fifth](#)[First](#)[Pages](#)[Files](#)[options](#)

SideBar

[Math Framework](#)[Science Framework](#)[Send Us Feedback Here](#)

Jump to Your Grade

[Pre-Kinder](#)[Sixth](#)[Kinder](#)[Seventh](#)[First](#)[Eighth](#)[Second](#)[Ninth](#)[Third](#)[Tenth](#)[Fourth](#)[Eleventh](#)[Fifth](#)[Twelfth](#)[Overview Navigating the Site](#)

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

High School Introductory Drama/Theatre Standards

[Back to Homepage](#)

[Back to High School Introduction](#)

[Overview of Objective Analysis for High School](#)

Click on an objective for student actions, teacher actions, supporting resource(s), and teacher insights.

Creating: Conceiving and developing new ideas and work

Standard: Generate and conceptualize artistic ideas and work.

Essential Question: What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?

Enduring Understanding: Theatre artists, as all human beings, rely on intuition, curiosity, and critical inquiry.

I.CR.1.1

Conceptualize a unified piece of drama/theatre by investigating the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

I.CR.1.2

Imagine technical elements for a unified drama/theatre concept by exploring the impact of technology on design choices in a drama/theatre work.

I.CR.1.3

Develop a character authentic to the work through application of vocal techniques, employing movement techniques, and engaging in character analysis.

Navigator

[Eighth](#)

[ELA Standards Docs](#)

[Eleventh](#)

[Engagement Strategies](#)

[Fifth](#)

[First](#)

Pages

Files

options

SideBar

[Math Framework](#)

[Science Framework](#)

[Send Us Feedback Here](#)

Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

[Overview Navigating the Site](#)

If you are citizen of an European Union member nation, you may not use this service unless you are at least 16 years old.

VIEW

I.CR.1.1

Creating: Conceiving and developing new ideas and work

Standard: Generate and conceptualize artistic ideas and work.

I.CR.1.1 Conceptualize a unified piece of drama/theatre by investigating the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.

Student Actions	Teacher Actions
<ul style="list-style-type: none"> Read and analyze a play for its technical requirements, identifying points in the script that require the addition of a technical element. Create a symbol or metaphor to unify the concept of a drama/theatre work. Differentiate between dramatic and traditional literary writing and utilize common steps of the playwriting process. Apply basic research to construct ideas about the visual composition of a drama/theatre work. 	<ul style="list-style-type: none"> Teachers provide opportunities for students to analyze various plays and discuss responsibilities of the actor, director, playwright, and designers. Teachers assign students to various roles in drama/theatre experiences, ensuring that every student is able to explore acting, directing, playwriting, and design. Teacher monitors and gives students opportunities to write their own scripts.

Supporting Resources	Teacher Insights
<ul style="list-style-type: none"> Free Playwriting Tips - Jonathan Dorf 	<ul style="list-style-type: none"> At this stage, students will need support as they analyze scripts and the roles of actors, directors, playwrights, and designers. Teachers should help students see the possibilities of all roles, not just actors, as they create drama/theatre works.

Navigator

[Eighth](#)[ELA Standards Docs](#)[Eleventh](#)[Engagement Strategies](#)[Fifth](#)[First](#)[Pages](#)[Files](#)[options](#)

SideBar


 Math Framework


 Science Framework


 Send Us Feedback Here

Jump to Your Grade

Pre-Kinder	Sixth
Kinder	Seventh
First	Eighth
Second	Ninth
Third	Tenth
Fourth	Eleventh
Fifth	Twelfth

[Overview Navigating the Site](#)

Curriculum Frameworks - 2

Purpose

- The curriculum frameworks are sets of curricular resources developed by Oklahoma teachers to help educators translate the Oklahoma Academic Standards into classroom practice. The frameworks illustrate what is expected of students at each grade level by examining the intent of each standard and providing instructional options to support student learning.

Programs of Excellence



<https://sde.ok.gov/championexcellence>

Rubric Categories

- Student Access
- Facilities and Resources
- Professional Learning and Instructional Support
- Policies

Rubric Goals

- Raise awareness of arts education.
- Encourage change.
- Promote equity across districts.

- Give teachers an advocacy tool.
- Motivate districts to use Title IV, Part A and other funds for fine arts classes.

Thank you!

Reach out with questions any time

Elizabeth Maughan, Ph.D.

Director of Fine Arts

405-522-0863

Elizabeth.Maughan@sde.ok.gov



@ElizMaughan



OK Fine Arts



OKLAHOMA
Education