

KINDERGARTEN

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.0.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Invent and inhabit an imaginary place in dramatic play or a guided drama experience .
4.0.2.2.2			2. Create props, puppets, or costume pieces for dramatic play .
4.0.2.2.3			3. Use movement to retell a story in a guided drama experience .
4.0.2.3.1		3. Create original artistic work.	1. Interact with peers to contribute to a dramatic play or a guided drama experience .
4.0.2.3.2			2. Express original ideas in dramatic play or a guided drama experience .
4.0.2.4.1		4. Revise and complete original artistic work.	
4.0.2.4.2			2. Identify different types of sounds and movements in a guided drama experience .
4.0.2.4.3			3. Describe different design and technical choices for a guided drama experience .
4.0.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Identify characters and setting in dramatic play or a guided drama experience .
4.0.3.5.2			2. Use body, voice and imagination during a guided drama experience .
4.0.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify the use of voice and sound in a dramatic play or guided drama experience .
4.0.3.6.2			2. Name and observe various technical elements in dramatic play or a guided drama experience .
4.0.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Express an emotional response in dramatic play or a guided drama experience .
4.0.4.8.1		8. Evaluate artistic work by applying criteria.	1. Identify props and costumes used in a guided drama experience .
4.0.4.8.2			2. Identify the experience of characters in a guided drama experience .
4.0.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify similarities between characters and one's personal experience in dramatic play or a guided drama experience .
4.0.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Identify skills and knowledge from other areas of study that connect to dramatic play or a guided drama experience .



GRADE 1

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.1.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Suggest character choices in a <i>guided drama experience</i> .
4.1.2.2.2			2. Collaborate with peers to suggest costumes and props for a guided drama experience .
4.1.2.2.3			3. Identify ways <i>gestures</i> and <i>movement</i> may be used to create or retell a story .
4.1.2.3.1		3. Create original artistic work.	1. Contribute to the development of a sequential <i>plot</i> in a <i>guided drama experience</i> .
4.1.2.3.2			2. Participate and work with peers in a guided drama experience.
4.1.2.4.1		4. Revise and complete original artistic work.	1. Contribute to the adaptation of a story for a <i>guided drama experience</i> .
4.1.2.4.2			2. Identify similarities and differences among sounds and <i>movements</i> in a <i>guided drama experience</i> .
4.1.2.4.3			3. Select different <i>design</i> and <i>technical (using available technology)</i> choices for a <i>guided drama experience</i> .
4.1.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Use <i>movement</i> and voice to communicate emotions in a <i>guided drama experience</i> for an audience of peers.
4.1.3.5.2			2. Use body, voice and imagination to convey <i>character traits</i> and emotions in a <i>guided drama experience</i> .
4.1.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify the use of basic physical <i>movements</i> in a guided drama experience .
4.1.3.6.2			2. Identify <i>technical elements (including available technology)</i> that can be used in a <i>guided drama experience</i> .
4.1.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Describe how personal emotions, actions, and choices compare with the emotions, actions and choices of characters in a <i>guided drama experience</i> .
4.1.4.8.1		8. Evaluate artistic work by applying criteria.	1. Describe the props and costumes used in a guided drama experience .
4.1.4.8.2			2. Identify artistic choices made in a work through participation and observation.
4.1.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify character emotions in a <i>guided drama experience</i> and relate it to personal experience.
4.1.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Analyze skills and knowledge from other areas of study to a guided drama experience .



GRADE 2

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.2.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Develop new <i>plot</i> details for a <i>guided drama experience</i> .
4.2.2.2.2			2. Collaborate with peers to develop settings for a <i>guided drama experience</i> .
4.2.2.2.3			3. Identify ways voice, sounds, and technology may be used to create or retell a story .
4.2.2.3.1		3. Create original artistic work.	1. Collaborate with peers to create dialogue for a <i>guided drama experience</i> .
4.2.2.3.2			2. Contribute ideas and collaborate with a group to advance a story in a <i>guided drama experience</i> .
4.2.2.4.1		4. Revise and complete original artistic work.	1. Contribute to revising dialogue for a <i>guided drama experience</i> .
4.2.2.4.2			2. Use and adapt sounds (using available technology) and movements for a <i>guided drama experience</i> .
4.2.2.4.3			3. Experiment with <i>design</i> and technical (using available technology) choices for an <i>improvised</i> or <i>scripted work</i> .
4.2.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Contribute to group <i>guided drama experiences</i> and informally explain your contributions with peers.
4.2.3.5.2			2. Demonstrate how movement, voice, and sounds (including available technology) are incorporated into a work.
4.2.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Develop the connection among body, voice, sounds, and imagination in a <i>guided drama experience</i> .
4.2.3.6.2			2. Identify the basic <i>technical elements</i> in a <i>guided drama experience</i> .
4.2.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Identify causes and consequences of character actions and emotions in a <i>guided drama experience</i> .
4.2.4.8.1		8. Evaluate artistic work by applying criteria.	1. Describe how understanding of characters, settings, or events is influenced by a prop or costume in a <i>guided drama experience</i> .
4.2.4.8.2			2. Describe artistic choices made in a work.
4.2.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Relate character experiences to personal experiences in a <i>guided drama experience</i> .
4.2.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Apply appropriate skills and knowledge from other areas of study and arts areas to a <i>guided drama experience</i> .



GRADE 3

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.3.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Create roles, settings and stories for work.
4.3.2.2.2			2. Express and devise ideas for costumes, props and sets in a work.
4.3.2.2.3			3. Collaborate with peers to determine how characters might move and speak to support the story in a work.
4.3.2.3.1			1. Devise original ideas for a work.
4.3.2.3.2		3. Create original artistic work.	2. Compare ideas with peers and make decisions to develop and refine a group work.
4.3.2.4.1		4. Revise and complete original artistic work.	1. Collaborate with peers to revise, refine, and adapt ideas to a work.
4.3.2.4.2			2. Demonstrate physical and vocal choices for an <i>improvised</i> or <i>scripted work</i> .
4.3.2.4.3			3. Revise <i>design</i> and <i>technical (using available technology)</i> choices to support an <i>improvised</i> or <i>scripted work</i> .
4.3.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Rehearse a work and perform it for peers.
4.3.3.5.2			2. Modify voice and body to expand and perform as a character in a <i>guided drama experience</i> .
4.3.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Utilize a variety of physical, vocal, and imaginative exercises in a group setting for a work.
4.3.3.6.2			2. Demonstrate basic use of <i>technical elements (using available technology)</i> that can be included in a work.
4.3.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Examine connections between oneself and a character's emotions in a <i>work</i> , and develop the character using physical characteristics and prop or costume choices.
4.3.4.8.1		8. Evaluate artistic work by applying criteria.	1. Analyze the <i>technical elements</i> used in a work.
4.3.4.8.2			2. Give examples explaining why artistic choices are made in a work.
4.3.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Identify how theater connects one personally to a community or culture.
4.3.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	2. Analyze connections between community, social issues (including contributions of Minnesota American Indian tribes and communities) and other content areas to a work.



GRADE 4

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.4.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Express and generate details of settings and story elements that support the <i>given circumstances</i> in a work.
4.4.2.2.2			2. Design one or more technical theater elements (using available technology) that support the story and <i>given circumstances</i> in a work.
4.4.2.2.3			3. Demonstrate how a character might move and act to support the story and <i>given circumstances</i> in a work.
4.4.2.3.1		3. Create original artistic work.	1. Collaborate with peers to devise original ideas for a work by asking questions about characters and plots .
4.4.2.3.2			2. Collaborate with peers to make group decisions and identify responsibilities required to present a work.
4.4.2.4.1		4. Revise and complete original artistic work.	1. Revise to enhance an improvised or scripted work using repetition and collaborative review.
4.4.2.4.2			2. Develop movement and vocal choices for characters in an improvised or scripted work .
4.4.2.4.3			3. Collaborate with peers on solutions to design and technical challenges (using available technology) in rehearsals for a work.
4.4.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Revise the <i>dialogue</i> and action to improve the story in a work.
4.4.3.5.2			2. Demonstrate specific vocal and physical choices to develop a character in a work.
4.4.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Rehearse different acting exercises in a group setting for a work.
4.4.3.6.2			2. Customize various technical elements (using available technology) for a work.
4.4.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Compare and contrast the <i>traits of characters</i> in a work and their impact on emotions, considering physical characteristics, props or costume choices.
4.4.4.8.1		8. Evaluate artistic work by applying criteria.	1. Describe how technical elements or technology may support a theme or idea in a work.
4.4.4.8.2			2. Describe personal reactions to artistic choices in a work.
4.4.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Explain the ways a work reflects the perspectives of a community or culture.
4.4.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Connect a work with community, social issues and other content areas.



GRADE 5

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.5.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Identify physical qualities that might explain a character's personality traits in a work.
4.5.2.2.2			2. Propose and create designs using multiple technical theater elements (using available technology) to support the story and given circumstances in a work.
4.5.2.2.3			3. Explain how a character's thoughts affect the story and <i>given circumstances</i> in a work.
4.5.2.3.1		3. Create original artistic work.	1. Devise original ideas by working collaboratively with peers to discuss characters and their <i>given circumstances</i> .
4.5.2.3.2			2. Participate in specified responsibilities required to present a work informally to an audience.
4.5.2.4.1		4. Revise and complete original artistic work.	1. Revise to enhance an <i>improvised</i> or <i>scripted work</i> through rehearsal .
4.5.2.4.2			2. Select and refine <i>movement</i> and vocal techniques for character development in an <i>improvised</i> or <i>scripted work</i> , based on feedback.
4.5.2.4.3			3. Create and justify solutions to <i>design</i> and technical challenges (using available technology) that arise in rehearsal for a work.
4.5.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Develop underlying thoughts and emotions to create dialogue and action in a work.
4.5.3.5.2			2. Demonstrate prepared vocal and physical choices to convey meaning in a work.
4.5.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Choose specific acting exercises that can be applied to a work.
4.5.3.6.2			2. Modify and justify the use of specific technical elements (using available technology) in a work.
4.5.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Investigate the effects of emotions on posture, <i>gesture</i> , breathing, and vocal intonation in a work.
4.5.4.8.1		8. Evaluate artistic work by applying criteria.	1. Explain how technical elements support the theme of a work.
4.5.4.8.2			2. Describe and infer personal and social reactions to artistic choices in a work.
4.5.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Connect personal experiences and knowledge to community and culture in a work.
4.5.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Investigate historical, global and social issues expressed in a work, including contributions of Minnesota American Indian tribes and communities.



GRADE 6

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.6.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Analyze the different <i>stage types</i> and how they may affect the presentation of a work.
4.6.2.2.2			2. Propose and create a comprehensive design using all technical theater elements and available technology to support the story and <i>given circumstances</i> in a work.
4.6.2.2.3			3. Explain how a <i>scripted or improvised character</i> responds to the <i>given circumstances</i> in a work.
4.6.2.3.1		3. Create original artistic work.	1. Revise original ideas and artistic choices in a devised or scripted work .
4.6.2.3.2			2. Collaborate with others to revise and improve a scripted or devised work .
4.6.2.4.1		4. Revise and complete original artistic work.	1. Use feedback to analyze choices while refining a devised or scripted work .
4.6.2.4.2			2. Use feedback to refine effectiveness of a character's physical and vocal traits in an improvised or scripted work .
4.6.2.4.3			3. Analyze and revise planned technical design choices (using available technology) during the rehearsal process for a devised or scripted work .
4.6.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Identify the essential events in a story or script that make up the <i>dramatic structure</i> of a work.
4.6.3.5.2			2. Apply various physical choices to communicate character in a work.
4.6.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Identify how acting exercises and <i>techniques</i> can be applied to a work.
4.6.3.6.2			2. Explain how technical elements are integrated into a work.
4.6.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Explain personal aesthetics, preferences, and reactions to artistic choices through participation in or observation of a work.
4.6.4.8.1		8. Evaluate artistic work by applying criteria.	1. Analyze a work using criteria, providing supporting evidence.
4.6.4.8.2			2. Describe the aesthetics of the <i>production elements</i> in a work.
4.6.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Explain how the actions and <i>motivations</i> of characters in a work impact and reflect perspectives of a community or culture.
4.6.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Select themes or social issues (including contributions of Minnesota American Indian tribes and communities) and express them through a work.



GRADE 7

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.7.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Describe multiple perspectives and solutions to <i>staging</i> challenges in a work.
4.7.2.2.2			2. Explain possible solutions to <i>design</i> challenges in a work.
4.7.2.2.3			3. Describe a scripted or improvised character's <i>motivations</i> and <i>objectives</i> in a work.
4.7.2.3.1		3. Create original artistic work.	1. Defend original ideas and artistic choices for a work based on critical analysis, background knowledge, and historical and cultural context.
4.7.2.3.2			2. Demonstrate respect for self and others and their roles in preparing or devising a work.
4.7.2.4.1		4. Revise and complete original artistic work.	1. Revise choices based on feedback in a <i>devised</i> or <i>scripted work</i> .
4.7.2.4.2			2. Refine effective physical and <i>vocal traits of a character</i> in an <i>improvised</i> or <i>scripted work</i> .
4.7.2.4.3			3. Compare and contrast multiple planned technical design elements (using available technology) during the rehearsal process for a <i>devised</i> or <i>scripted work</i> .
4.7.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Consider various <i>staging</i> choices to enhance the story of a work.
4.7.3.5.2			2. Analyze and explain a character's <i>objectives</i> in a work.
4.7.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Analyze how a variety of acting exercises and <i>techniques</i> can be applied in a rehearsal or performance.
4.7.3.6.2			2. Determine a variety of technical elements (using available technology) that can be applied to a design for a work.
4.7.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Compare and contrast personal and peer reactions to artistic choices and aesthetics in a work.
4.7.4.8.1		8. Evaluate artistic work by applying criteria.	1. Use criteria to evaluate a work and explain preferences, providing supporting evidence.
4.7.4.8.2			2. Analyze the production elements used in a work to assess the artists' aesthetic choices .
4.7.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Incorporate multiple perspectives and diverse community ideas in a work.
4.7.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Incorporate other art forms to strengthen the meaning and conflict in a work with a particular personal, societal, cultural, global, or historical context, including contributions of Minnesota American Indian tribes and communities.



GRADE 8

Code	Strand	Anchor Standard	Benchmark
4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.8.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Choose and justify multiple solutions to <i>staging</i> challenges for a work.
4.8.2.2.2			2. Identify <i>design</i> challenges of a specific performance space and create solutions to present a work.
4.8.2.2.3			3. <i>Develop</i> a scripted or improvvised character by articulating the character's thoughts, objectives, and motivations in a work.
4.8.2.3.1		3. Create original artistic work.	1. Apply critical analysis, background knowledge, research, and historical and cultural context to the development of an original work.
4.8.2.3.2			2. Collaborate as a creative team to make interpretive choices for a work.
4.8.2.4.1		4. Revise and complete original artistic work.	1. Analyze and rehearse to revise a <i>devised</i> or <i>scripted work</i> .
4.8.2.4.2			2. Refine effective physical, vocal, and physiological <i>traits of characters</i> in an <i>improvvised</i> or <i>scripted work</i> , based on self-reflection and feedback.
4.8.2.4.3			3. Implement and refine a planned <i>technical design (using available technology)</i> during the rehearsal process for <i>devised</i> or <i>scripted work</i> .
4.8.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Demonstrate different pacing to generate clear character communication in a work.
4.8.3.5.2			2. Apply various character objectives and <i>tactics</i> to overcome an obstacle in a work.
4.8.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Apply <i>acting techniques</i> to develop skills in a rehearsal or performance, including adjusting to audience response and unforeseen situations that arise.
4.8.3.6.2			2. Apply a variety of <i>technical elements (using available technology)</i> to create a <i>design</i> for a rehearsal or production.
4.8.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Analyze how artistic choices and personal aesthetics and preferences impact meaning and the audience.
4.8.4.8.1		8. Evaluate artistic work by applying criteria.	1. Respond to a work using supporting evidence, personal aesthetics, and artistic criteria.
4.8.4.8.2			2. Apply the <i>production elements</i> used in a work to assess aesthetic choices .
4.8.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Examine a community issue through multiple perspectives in a work.
4.8.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Research the context(s) of different theater works and connect them with personal, societal, cultural, historical or global issues, including contributions of Minnesota American Indian tribes and communities.



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4.A.1.1	1. Foundations	1. Use foundational knowledge and skills while responding to, creating, and presenting artistic work.	<i>The benchmarks are integrated across the other strands, highlighted in bold.</i>
4.9.2.2.1	2. Create	2. Generate and develop original artistic ideas.	1. Apply research (including available technology) to construct the visual composition for a work.
4.9.2.2.2			2. Investigate the impact of technology on <i>design</i> choices in a work.
4.9.2.2.3			3. Analyze how a character becomes authentic in a work.
4.9.2.3.1		3. Create original artistic work.	1. Synthesize original ideas into an original work, utilizing critical analysis, historical and cultural context, and research.
4.9.2.3.2			2. Explain the collaborative and interdependent roles of the actor, director, playwright, designers and the community.
4.9.2.4.1		4. Revise and complete original artistic work.	1. Rehearse and revise a <i>devised</i> or <i>scripted work</i> using theatrical <i>staging</i> conventions.
4.9.2.4.2			2. Refine physical, vocal and physiological choices to develop a performance that is believable, authentic, and appropriate to a work.
4.9.2.4.3			3. Refine a <i>technical design</i> (including available technology) to support the story and emotional impact of a <i>devised</i> or <i>scripted work</i> .
4.9.3.5.1	3. Perform	5. Develop and refine artistic techniques and work for performance.	1. Explain and demonstrate how character relationships and character choices assist in telling the story of a work.
4.9.3.5.2			2. Analyze how different resources influence making unique character choices for a work. <i>For example:</i> Resources may include the script; research from various sources; the director’s concept; technical choices.
4.9.3.6.1		6. Make artistic choices in order to convey meaning through performance.	1. Use various <i>acting techniques</i> to expand skills in a rehearsal or performance.
4.9.3.6.2			2. Research and apply <i>technical elements</i> (using available technology) to create a <i>design</i> for a production.
4.9.4.7.1	4. Respond	7. Analyze and construct interpretations of artistic work.	1. Analyze and interpret a work, considering historical and cultural contexts as well as personal aesthetics, preferences, and beliefs.
4.9.4.8.1		8. Evaluate artistic work by applying criteria.	1. Evaluate a work using supporting evidence and criteria, while considering other art forms, history, culture, and other disciplines.
4.9.4.8.2			2. Evaluate the aesthetics of the production elements displayed in a work.
4.9.5.9.1	5. Connect	9. Integrate knowledge and personal experiences while responding to, creating, and presenting artistic work.	1. Explain how cultural perspectives, community ideas, social issues, and personal beliefs are reflected or challenged in a work.
4.9.5.10.1		10. Understand that artistic works influence and are influenced by personal, societal, cultural, and historical contexts, including the contributions of Minnesota American Indian tribes and communities.	1. Determine how personal, societal, cultural, global, and historical contexts (including those of Minnesota American Indian tribes and communities) affect creative choices for a work.

