

**Nebraska K-12 Fine Arts Standards: Theatre**  
(Approved by the Nebraska State Board of Education March 4, 2014)

**K-12 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.**

		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Respond</b> Audience	<b>FA 2.5.3 Students will demonstrate understanding of audience/performance relationship.</b>	<b>FA 5.5.3 Students will demonstrate effective audience/performance relationship.</b>	<b>FA 8.5.3 Students will analyze audience/performance relationship.</b>	<b>FA 12.5.3 Students will analyze and evaluate audience/performance relationship.</b>	
	FA 2.5.3.a Demonstrate active listening ( <i>glossary</i> ) and theatre etiquette ( <i>glossary</i> ) during a presentation (e.g., eagerness, interest, appropriate response [e.g., applause, laughter, quiet]).	FA 5.5.3.a Demonstrate respect for self and others (etiquette ( <i>glossary</i> )) in dramatic activities.	FA 8.5.3.a Construct, share, and use audience code of conduct including appropriate audience behavior and respect for physical space.	FA 12.5.3.a Evaluate how audience conduct affects a theatrical performance.	
	FA 2.5.3.b Recall aspects of a performance.	FA 5.5.3.b Discuss how the audience was impacted by the conflict and characters ( <i>glossary</i> ).	FA 8.5.3.b Identify, analyze, and discuss the impact of the stage space, casting, and technical elements.	FA 12.5.3.b Analyze and critique in part, or in its entirety, a live performance or recording of a live performance.	
	FA 2.5.3.c Distinguish between a character ( <i>glossary</i> ) and a performer.	FA 5.5.3.c Recognize character ( <i>glossary</i> ) traits and actor choices (e.g., how the character ( <i>glossary</i> ) shows age, occupation, temperament).	FA 8.5.3.c Compare the effectiveness of a single actor's performance (e.g., physical/vocal choices) as a variety of characters ( <i>glossary</i> ) (e.g., Will Smith in a variety of roles).	FA 12.5.3.c Evaluate how choices of the actor(s) impact audience understanding of a performance (e.g., <u>Hamlet</u> (Mel Gibson, Kenneth Branagh), multiple versions of <u>Romeo &amp; Juliet</u> ).	
	FA 2.5.3.d Distinguish between fantasy and reality.	FA 5.5.3.d Recognize theatrical works as either dramatic or comedic genres ( <i>glossary</i> ).	FA 8.5.3.d Classify theatrical works as dramatic, comedic, or musical theatre genres ( <i>glossary</i> ).	FA 12.5.3.d Differentiate among theatrical works as dramatic, comedic, musical theatre, or tragic genres ( <i>glossary</i> ).	
	FA 2.5.3.e Share reactions to a moment or scene in a performance (e.g., verbal or reenactment).	FA 5.5.3.e Articulate an emotional response to a component of a theatrical production (e.g., character ( <i>glossary</i> ), prop, costumes, song).	FA 8.5.3.e Discuss the impact on the audience of "willing suspension of disbelief" ( <i>glossary</i> ) in a performance.	FA 12.5.3.e Justify a personal reaction to a performance or recording of a live performance.	

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		Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12
<b>Connect</b>	History	<b>FA 2.5.4 Students will recognize connections between theatre and society.</b>	<b>FA 5.5.4 Students will identify connections between theatre and society.</b>	<b>FA 8.5.4 Students will analyze connections between theatre and society.</b>	<b>FA 12.5.4 Students will analyze and evaluate connections between theatre and society.</b>
		FA 2.5.4.a Describes how a performance or story represents the culture of its time. (e.g., cultural folktales).	FA 5.5.4.a Identify the cultural heritage of a particular work in theatre.	FA 8.5.4.a Understand the historical relevance of various theatrical forms (e.g., Greek and Roman theatre, Medieval, Renaissance).	FA 12.5.4.a Analyze the cultural and historical significance of theatrical forms as they have evolved over time, including contemporary theatre and pop culture (e.g., <u>Romeo and Juliet</u> influenced <u>West Side Story</u> ).
	Interdisciplinary	FA 2.5.4.b Distinguish between real life vs. animation ( <i>glossary</i> ) (e.g., <u>Milan</u> vs. live performance of <u>The Lion King</u> ).	FA 5.5.4.b Recognize how performances reflect everyday circumstances (e.g., historical events, natural disasters, family relationships).	FA 8.5.4.b Compare and contrast scripted and unscripted performances (e.g., situation comedy vs. reality shows).	<b>FA 12.5.4.b Explain the differences between historical event and dramatization of the event (e.g., <u>The Diary of Anne Frank</u> vs. the play <u>The Diary of Anne Frank</u>, Salem Witch Trial records vs. <u>The Crucible</u>, letters of Abigail and John Adams vs. the musical <u>1776</u>).</b>
		FA 2.5.4.c Watch a performance or cartoon and describe personal likes and dislikes.	FA 5.5.4.c Watch a performance or film and explain personal likes and dislikes.	FA 8.5.4.c Dramatize a traditional ritual (e.g., funeral from <u>Our Town</u> , wedding from <u>Fiddler on the Roof</u> , fire scene from <u>Lord of the Flies</u> ).	FA 12.5.4.c Examine the convergence of themes ( <i>glossary</i> ), ethics, aesthetics ( <i>glossary</i> ), and traditions in a theatrical work.
		Addressed at grades 3-5.	FA 5.5.4.d Identify how performance reflects culture and history (e.g., <u>The Nutcracker</u> , <u>Peter and the Wolf</u> ).	<b>FA 8.5.4.d Analyze how performance reflects culture and history (e.g., <u>Oliver</u>, <u>The Color Purple</u>).</b>	<b>FA 12.5.4.d Analyze and evaluate cultural impact of theatre on society (e.g., <u>A Raisin in the Sun</u>, <u>West Side Story</u>).</b>
	Industry	FA 2.5.4.e Recognize at least two jobs in the performing arts.	FA 5.5.4.e Identify careers in the performing arts.	FA 8.5.4.e Investigate responsibilities for specific careers in performing arts.	FA 12.5.4.e Connect and draw conclusions about how various jobs in theatre contribute to the whole theatrical experience.
		FA 2.5.4.f Recognize authorship.	FA 5.5.4.f Understand the concept of intellectual property ( <i>glossary</i> ).	FA 8.5.4.f Demonstrate an understanding of the rights and responsibilities surrounding intellectual property ( <i>glossary</i> ) (e.g., citing sources, paying royalties, receiving permission).	FA 12.5.4.f Respect intellectual property ( <i>glossary</i> ) rights and identify entities vital to creation of, and advocacy for, theatre (e.g., respecting author intent, crediting authors, royalties, publishing companies, community theatres).

# Nebraska K-12 Fine Arts Standards: Music

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K-12 Music: Students will develop and apply knowledge and skills to create, perform, and respond to music, making connections to human experiences.					
	Grades K-2	Grades 3-5	Grades 6-8	Grades 9-12	
<b>Respond</b>	<b>FA 2.4.3 Students will recognize and describe elements of music (<i>glossary</i>) to demonstrate how music makes them feel (impact of music).</b>	<b>FA 5.4.3 Students will identify and describe elements of music (<i>glossary</i>) to discern how music is appropriate for specific purposes/settings (intent of music).</b>	<b>FA 8.4.3 Students will examine and evaluate elements of music (<i>glossary</i>) to explain how music conveys mood or context (affect of music).</b>	<b>FA 12.4.3 Students will analyze and evaluate how music elicits intended responses (personal response to music).</b>	
	Select	FA 2.4.3.a Experience music from a variety of familiar and unfamiliar sources.	FA 5.4.3.a Indicate music selections that students prefer to experience for specific purposes/settings.	FA 8.4.3.a Select appropriate music of contrasting styles ( <i>glossary</i> ) to listen to or perform.	FA 12.4.3.a Select appropriate music in contrasting styles ( <i>glossary</i> ) to listen to or perform with the audience in mind.
	Analyze/Interpret	FA 2.4.3.b Recognize and demonstrate how elements of music ( <i>glossary</i> ) are used by a performer or creator.	FA 5.4.3.b Identify and describe how elements of music ( <i>glossary</i> ) are used by a performer or creator.	FA 8.4.3.b Analyze and explain how the performer/creator uses composition ( <i>glossary</i> ) and performance characteristics (e.g., dynamics, phrasing) to convey expressive intent.	FA 12.4.3.b Analyze and evaluate how the performer/creator uses composition ( <i>glossary</i> ) and performance characteristics (e.g., form, style ( <i>glossary</i> )) to convey expressive intent.
	Evaluate	FA 2.4.3.c Express ideas and opinions about a music selection.	FA 5.4.3.c Examine music performances using elements of music ( <i>glossary</i> ), context, and criteria (e.g., mood, interest) generated by student/teacher.	FA 8.4.3.c Choose appropriate criteria (e.g., dynamics, tone quality) to critique expressiveness and effectiveness of a performance or composition ( <i>glossary</i> ) with teacher guidance. Work independently or with others.	FA 12.4.3.c Independently choose appropriate criteria (e.g., texture ( <i>glossary</i> ), phrasing) to critique expressiveness and effectiveness of a performance/composition ( <i>glossary</i> ).
	Connect	FA 2.4.3.d Connect music to personal experience through responding.	FA 5.4.3.d Connect music to historical and cultural contexts and the arts ( <i>glossary</i> ) through responding.	FA 8.4.3.d Connect music to historical and cultural contexts, the arts ( <i>glossary</i> ), and other disciplines through responding.	FA 12.4.3.d Connect music to historical and cultural contexts, the arts ( <i>glossary</i> ), other disciplines, and life experience through responding.

