

Discipline: Theatre Artistic Process: Creating Process Component: Envision/Conceptualize Anchor Standard: Generate and conceptualize artistic ideas and work. Enduring Understanding: Theatre artists rely on intuition, curiosity, and critical inquiry. Essential Question(s): What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?					
K	1	2	3	4	5
TH:Cr1.1.K.	TH:Cr1.1.1.	TH:Cr1.1.2.	TH:Cr1.1.3.	TH:Cr1.1.4.	TH:Cr.1.1.5.
a. With prompting and support, invent and inhabit an imaginary elsewhere in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential choices characters could make in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Propose potential new details to plot and story in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Create roles, imagined worlds , and improvised stories in a drama/theatre work.	a. Articulate the visual details of imagined worlds , and improvised stories that support the given circumstances in a drama/theatre work.	a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.
b. With prompting and support, use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize costumes and props in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Collaborate with peers to conceptualize scenery in a guided drama experience (e.g., process drama , story drama, creative drama).	b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work.	b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work.	b. Propose design ideas that support the story and given circumstances in a drama/theatre work.
	c. Identify ways in which gestures and movement may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Identify ways in which voice and sounds may be used to create or retell a story in guided drama experiences (e.g., process drama, story drama, creative drama).	c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.	c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	c. Imagine how a character’s inner thoughts impact the story and given circumstances in a drama/ theatre work

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6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cr1.1.6	TH:Cr.1.1.7.	TH:Cr1.1.8.	TH:Cr1.1.I.	TH:Cr1.1.II.	TH:Cr1.1.III.
a. Identify and select possible solutions to staging challenges in a drama/theatre work.	a. Investigate and select multiple perspectives and solutions to staging challenges in a drama/theatre work.	a. Imagine and explore multiple perspectives and solutions to staging problems in a drama/theatre work.	a. Select and apply basic research to construct ideas about the visual composition of a drama/theatre work.	a. Investigate historical and cultural conventions and their impact on the visual composition of a drama/theatre work.	a. Synthesize knowledge from a variety of dramatic forms, theatrical conventions , and technologies to create the visual composition of a drama/ theatre work.
b. Identify and select solutions to design challenges in a drama/theatre work.	b. Select , explain and present solutions to design challenges in a drama/ theatre work.	b. Imagine, explore, and select solutions to design challenges of a performance space in a drama/theatre work.	b. Explore the impact of technology on design choices in a drama/theatre work.	b. Research and apply technology to design solutions for a drama/theatre work.	b. Create a complete design for a drama/theatre work that incorporates all elements of technology.
c. Explore a scripted or improvised character by imagining and using the given circumstances in a drama/theatre work.	c. Envision and describe a scripted or improvised character's inner thoughts and objectives in a drama/theatre work.	c. Develop a scripted or improvised character by articulating the character's inner thoughts, objectives , and motivations in a drama/theatre work.	c. Use script analysis to generate ideas about a character that is believable and authentic in a drama/theatre work.	c. Use personal experiences and knowledge to develop a character that is believable and authentic in a drama/theatre work.	c. Integrate cultural and historical contexts with personal experiences to create a character that is believable and authentic, in a drama/theatre work.

<p>Discipline: Theatre Artistic Process: Creating Process Component: Develop</p> <p>Anchor Standard: Organize and develop artistic ideas and work.</p> <p>Enduring Understanding: Theatre artists work to discover different ways of communicating meaning.</p> <p>Essential Question: How, when, and why do theatre artists' choices change?</p>					
K	1	2	3	4	5
TH:Cr2.1.K.	TH:Cr21.1.	TH:Cr2.1.2.	TH:Cr2.1.3.	TH:Cr2.1.4.	TH:Cr2.1.5.
<p>a. With prompting and support, interact with peers and contribute to dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Contribute to the development of a sequential plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate with peers to devise meaningful dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Participate in methods of investigation to devise original ideas for a drama/theatre work.</p>	<p>a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots.</p>	<p>a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.</p>
<p>b. With prompting and support, express original ideas in dramatic play or a guided drama experience (e.g., creative drama, process drama, story drama).</p>	<p>b. With prompting and support, participate in group decision making in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Contribute ideas and make decisions as a group to advance a story in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.</p>	<p>b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.</p>	<p>b. Participate in defined responsibilities required to present a drama/theatre work informally to an audience.</p>

<p>Discipline: Theatre Artistic Process: Creating Process Component: Develop Anchor Standard: Organize and develop artistic ideas and work. Enduring Understanding: Theatre artists work to discover different ways of communicating meaning. Essential Question: How, when, and why do theatre artists' choices change?</p>					
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cr2.1.6.	TH:Cr2.1.7.	TH:Cr2.1.8.	TH:Cr2.1.I.	TH:Cr2.1.II.	TH:Cr2.1.III.
a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theatre work.	a. Examine and justify original ideas and artistic choices in a drama/theatre work based on critical analysis, background knowledge, and historical and cultural context.	a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas for a drama/theatre work.	a. Explore the function of history and culture in the development of a dramatic concept through a critical analysis of original ideas in a drama/theatre work.	a. Refine a dramatic concept to demonstrate a critical understanding of historical and cultural influences of original ideas applied to a drama/theatre work.	a. Develop and synthesize original ideas in a drama/theatre work utilizing critical analysis, historical and cultural context, research, and western or non-western theatre traditions.
b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.	b. Demonstrate mutual respect for self and others and their roles in preparing or devising drama/theatre work.	b. Share leadership and responsibilities to develop collaborative goals when preparing or devising drama/theatre work.	b. Investigate the collaborative nature of the actor, director, playwright, and designers and explore their interdependent roles in a drama/theatre work.	b. Cooperate as a creative team to make interpretive choices for a drama/theatre work.	b. Collaborate as a creative team to discover artistic solutions and make interpretive choices in a devised or scripted drama/theatre work.

<p>Discipline: Theatre Artistic Process: Creating Process Component: Rehearse</p> <p>Anchor Standard: Refine and complete artistic work.</p> <p>Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal.</p> <p>Essential Question: How do theatre artists transform and edit their initial ideas?</p>					
K	1	2	3	4	5
TH:Cr3.1.K.	TH:Cr3.1.1.	TH:Cr3.1.2.	TH:Cr3.1.3.	TH:Cr3.1.4.	TH:Cr3.1.5.
<p>a. With prompting and support, ask and answer questions in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Contribute to the adaptation of the plot in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Contribute to the adaptation of dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Collaborate with peers to revise, refine, and adapt ideas to fit the given parameters of a drama theatre work.</p>	<p>a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.</p>	<p>a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.</p>
	<p>b. Identify similarities and differences in sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Use and adapt sounds and movements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.</p>	<p>b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.</p>	<p>b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.</p>
	<p>c. Collaborate to imagine multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>c. Generate independently multiple representations of a single object in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>c. Practice and refine design and technical choices to support a devised or scripted drama/theatre work.</p>	<p>c. Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>	<p>c. Create innovative solutions to design and technical problems that arise in rehearsal for a drama/theatre work.</p>

<p>Discipline: Theatre Artistic Process: Creating Process Component: Rehearse Anchor Standard: Refine and complete artistic work. Enduring Understanding: Theatre artists refine their work and practice their craft through rehearsal. Essential Question: How do theatre artists transform and edit their initial ideas?</p>					
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cr3.1.6.	TH:Cr3.1.7.	TH:Cr3.1.8.	TH:Cr3.1.I.	TH:Cr3.1.II.	TH:Cr3.1.III.
a. Articulate and examine choices to refine a devised or scripted drama/theatre work.	a. Demonstrate focus and concentration in the rehearsal process to analyze and refine choices in a devised or scripted drama/theatre work.	a. Use repetition and analysis in order to revise devised or scripted drama/theatre work.	a. Practice and revise a devised or scripted drama/theatre work using theatrical staging conventions .	a. Use the rehearsal process to analyze the dramatic concept and technical design elements of a devised or scripted drama/theatre work.	a. Refine, transform, and re-imagine a devised or scripted drama/theatre work using the rehearsal process to invent or re-imagine style, genre, form, and conventions .
b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.	b. Develop effective physical and vocal traits of characters in an improvised or scripted drama/theatre work	b. Refine effective physical, vocal, and physiological traits of characters in an improvised or scripted drama/ theatre work.	b. Explore physical, vocal and physiological choices to develop a performance that is believable , authentic, and relevant to a drama/theatre work.	b. Use research and script analysis to revise physical, vocal, and physiological choices impacting the believability and relevance of a drama/ theatre work.	b. Synthesize ideas from research, script analysis , and context to create a performance that is believable , authentic, and relevant in a drama/theatre work.
c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theatre work.	c. Consider multiple planned technical design elements during the rehearsal process for a devised or scripted drama/theatre work.	c. Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted drama/ theatre work.	c. Refine technical design choices to support the story and emotional impact of a devised or scripted drama/ theatre work.	c. Re-imagine and revise technical design choices during the course of a rehearsal process to enhance the story and emotional impact of a devised or scripted drama/theatre work.	c. Apply a high level of technical proficiencies to the rehearsal process to support the story and emotional impact of a devised or scripted drama/theatre work.

Discipline: Theatre **Artistic Process:** Performing **Process Component:** Select
Anchor Standard: Select, analyze, and interpret artistic work for presentation.
Enduring Understanding: Theatre artists make strong choices to effectively convey meaning.
Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?

K	1	2	3	4	5
TH:Pr4.1.K.	TH:Pr4.1.1.	TH:Pr4.1.2.	TH:Pr4.1.3.	TH:Pr4.1.4.	TH:Pr4.1.5.
a. With prompting and support, identify characters and setting in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Describe a story’s character actions and dialogue in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Interpret story elements in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply the elements of dramatic structure to a story and create a drama/theatre work.	a. Modify the dialogue and action to change the story in a drama/theatre work.	a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.
	b. Use body, face, gestures , and voice to communicate character traits and emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Alter voice and body to expand and articulate nuances of a character in a guided drama experience (e.g., process drama, story drama, creative drama).	b. Investigate how movement and voice are incorporated into drama/theatre work.	b. Make physical choices to develop a character in a drama/theatre work.	b. Use physical choices to create meaning in a drama/theatre work.

Discipline: Theatre Artistic Process: Performing Process Component: Select Anchor Standard: Select, analyze, and interpret artistic work for presentation. Enduring Understanding: Theatre artists make strong choices to effectively convey meaning. Essential Question: Why are strong choices essential to interpreting a drama or theatre piece?					
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Pr4.1.6.	TH:Pr4.1.7.	TH:Pr4.1.8.	TH:Pr4.1.I.	TH:Pr4.1.II.	TH:Pr4.1.III.
a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.	a. Consider various staging choices to enhance the story in a drama/theatre work.	a. Explore different pacing to better communicate the story in a drama/theatre work.	a. Examine how character relationships assist in telling the story of a drama/theatre work.	a. Discover how unique choices shape believable and sustainable drama/theatre work.	a. Apply reliable research of directors' styles to form unique choices for a directorial concept in a drama/theatre work.
b. Experiment with various physical choices to communicate character in a drama/theatre work.	b. Use various character objectives in a drama/theatre work.	b. Use various character objectives and tactics in a drama/theatre work to overcome an obstacle.	b. Shape character choices using given circumstances in a drama/theatre work.	b. Identify essential text information, research from various sources, and the director's concept that influence character choices in a drama/theatre work.	b. Apply a variety of researched acting techniques as an approach to character choices in a drama/theatre work.

<p>Discipline: Theatre Artistic Process: Performing Process Component: Prepare</p> <p>Anchor Standard: Develop and refine artistic techniques and work for presentation.</p> <p>Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design.</p> <p>Essential Question: What can I do to fully prepare a performance or technical design?</p>					
K	1	2	3	4	5
TH:Pr5.1.K.	TH:Pr5.1.1.	TH:Pr5.1.2.	TH:Pr5.1.3.	TH:Pr5.1.4.	TH:Pr5.1.5.
<p>a. With prompting and support, understand that voice and sound are fundamental to dramatic play and guided drama experiences (e.g., process drama, story drama, creative drama).</p>	<p>a. With prompting and support, identify and understand that physical movement is fundamental to guided drama experiences (e.g., process drama, story drama, creative drama).</p>	<p>a. Demonstrate the relationship between and among body, voice, and mind in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.</p>	<p>a. Practice selected exercises that can be used in a group setting for drama/theatre work.</p>	<p>a. Choose acting exercises that can be applied to a drama/theatre work.</p>
<p>b. With prompting and support, explore and experiment with various technical elements in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. With prompting and support, identify technical elements that can be used in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Explore technical elements in a guided drama experience (e.g., process drama, story drama, creative drama).</p>	<p>b. Identify the basic technical elements that can be used in drama/theatre work.</p>	<p>b. Propose the use of technical elements in a drama/theatre work.</p>	<p>b. Demonstrate the use of technical elements in a drama/theatre work.</p>

<p>Discipline: Theatre Artistic Process: Performing Process Component: Prepare Anchor Standard: Develop and refine artistic techniques and work for presentation. Enduring Understanding: Theatre artists develop personal processes and skills for a performance or design. Essential Question: What can I do to fully prepare a performance or technical design?</p>					
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Pr5.1.6.	TH:Pr5.1.7.	TH:Pr5.1.8.	TH:Pr5.1.I.	TH:Pr5.1.II.	TH:Pr5.1.III.
a. Recognize how acting exercises and techniques can be applied to a drama/theatre work.	a. Participate in a variety of acting exercises and techniques that can be applied in a rehearsal or drama/theatre performance.	a. Use a variety of acting techniques to increase skills in a rehearsal or drama/theatre performance.	a. Practice various acting techniques to expand skills in a rehearsal or drama/theatre performance.	a. Refine a range of acting skills to build a believable and sustainable drama/theatre performance.	a. Use and justify a collection of acting exercises from reliable resources to prepare a believable and sustainable performance.
b. Articulate how technical elements are integrated into a drama/theatre work.	b. Choose a variety of technical elements that can be applied to a design in a drama/theatre work.	b. Use a variety of technical elements to create a design for a rehearsal or drama/theatre production.	b. Use researched technical elements to increase the impact of design for a drama/theatre production.	b. Apply technical elements and research to create a design that communicates the concept of a drama/theatre production.	b. Explain and justify the selection of technical elements used to build a design that communicates the concept of a drama/theatre production.

Discipline: Theatre **Artistic Process:** Performing **Process Component:** Share, Present
Anchor Standard: Convey meaning through the presentation of artistic work.
Enduring Understanding: Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.
Essential Question: What happens when theatre artists and audiences share a creative experience?

K	1	2	3	4	5
TH:Pr6.1.K.	TH:Pr6.1.1.	TH:Pr6.1.2.	TH:Pr6.1.3.	TH:Pr6.1.4.	TH:Pr6.1.5.
a. With prompting and support, use voice and sound in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. With prompting and support, use movement and gestures to communicate emotions in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Contribute to group guided drama experiences (e.g., process drama, story drama, creative drama) and informally share with peers.	a. Practice drama/theatre work and share reflections individually and in small groups.	a. Share small-group drama/theatre work, with peers as audience.	a. Present drama/theatre work informally to an audience.

6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Pr6.1.6.	TH:Pr6.1.7.	TH:Pr6.1.8.	TH:Pr6.1.I.	TH:Pr6.1.II.	TH:Pr6.1.III.
a. Adapt a drama/theatre work and present it informally for an audience.	a. Participate in rehearsals for a drama/theatre work that will be shared with an audience.	a. Perform a rehearsed drama/theatre work for an audience.	a. Perform a scripted drama/theatre work for a specific audience.	a. Present a drama/theatre work using creative processes that shape the production for a specific audience.	a. Present a drama/theatre production for a specific audience that employs research and analysis grounded in the creative perspectives of the playwright, director, designer, and dramaturg.

<p>Discipline: Theatre Artistic Process: Responding Process Component: Reflect</p> <p>Anchor Standard: Perceive and analyze artistic work.</p> <p>Enduring Understanding: Theatre artists reflect to understand the impact of drama processes and theatre experiences.</p> <p>Essential Question: How do theatre artists comprehend the essence of drama processes and theatre experiences?</p>					
K	1	2	3	4	5
TH:Re7.1.K.	TH:Re7.1.1.	TH:Re7.1.2.	TH:Re7.1.3.	TH:Re7.1.4.	TH:Re7.1.5.
a. With prompting and support, express an emotional response to characters in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recall choices made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Recognize when artistic choices are made in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Understand why artistic choices are made in a drama/theatre work.	a. Identify artistic choices made in a drama/theatre work through participation and observation.	a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Re7.1.6.	TH:Re7.1.7.	TH:Re7.1.8.	TH: Re7.1.I.	TH: Re7.1.II.	TH: Re7.1.-III.
a. Describe and record personal reactions to artistic choices in a drama/theatre work.	a. Compare recorded personal and peer reactions to artistic choices in a drama/ theatre work.	a. Apply criteria to the evaluation of artistic choices in a drama/theatre work.	a. Respond to what is seen, felt, and heard in a drama/theatre work to develop criteria for artistic choices.	a. Demonstrate an understanding of multiple interpretations of artistic criteria and how each might be used to influence future artistic choices of a drama/theatre work.	a. Use historical and cultural context to structure and justify personal responses to a drama/theatre work.

<p>Discipline: Theatre Artistic Process: Connecting Process Components: Interrelate</p> <p>Anchor Standard: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>Enduring Understanding: Theatre artists understand and can communicate their creative process as they analyze the way the world may be understood.</p> <p>Essential Question: What happens when theatre artists allow an understanding of themselves and the world to inform perceptions about theatre and the purpose of their work?</p>					
K	1	2	3	4	5
TH:Cn11.1.K.	TH:Cn11.1.1.	TH:Cn11.1.2.	TH:Cn11.1.3.	TH:Cn11.1.4.	TH:Cn11.1.5.
a. With prompting and support, identify skills and knowledge from other areas in dramatic play or a guided drama experience (e.g., process drama, story drama, creative drama).	a. Apply skills and knowledge from different art forms and content areas in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Determine appropriate skills and knowledge from different art forms and content areas to apply in a guided drama experience (e.g., process drama, story drama, creative drama).	a. Identify connections to community, social issues and other content areas in drama/theatre work.	a. Respond to community and social issues and incorporate other content areas in drama/theatre work.	a. Investigate historical, global and social issues expressed in drama/theatre work.
6	7	8	HS Proficient	HS Accomplished	HS Advanced
TH:Cn11.1.6.	TH:Cn11.1.7.	TH:Cn11.1.8.	TH:Cn11.1.I.	TH:Cn11.1.II.	TH:Cn11.1.III.
a. Identify universal themes or common social issues and express them through a drama/theatre work.	a. Incorporate music, dance, art, and/or media to strengthen the meaning and conflict in a drama/theatre work with a particular cultural, global, or historic context.	a. Use different forms of drama/theatre work to examine contemporary social, cultural, or global issues.	a. Explore how cultural, global, and historic belief systems affect creative choices in a drama/theatre work.	a. Integrate conventions and knowledge from different art forms and other disciplines to develop a cross-cultural drama/theatre work.	a. Develop a drama/theatre work that identifies and questions cultural, global, and historic belief systems.

