

Echoes Creative Writing Workshop and Showcase – 6th-8th Grade Program

NYS Learning Standards and Learning Objectives

NYS Learning Standards for the Arts: Theatre

Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- **TH:Cr1.1.6**
 - a. Identify possible solutions to staging challenges.
 - b. Identify solutions to design challenges in a drama or theater work.
 - c. Explore the relationship between scripted or improvised characters and their given circumstances.
- **TH:Cr1.1.7**
 - a. Investigate multiple perspectives and solutions to staging challenges.
 - b. Explain and present solutions to design challenges in a drama or theater work.
 - c. Envision and describe the inner thoughts and objectives of a character.
- **TH:Cr1.1.8**
 - a. Imagine and explore multiple perspectives and solutions to staging problems.
 - b. Explore and collaborate to design solutions for a drama or theater work.
 - c. Develop a scripted or improvised character by articulating their inner thoughts, objectives, and motivations.

Anchor Standard 2: Organize and develop artistic ideas and work.

- **TH:Cr2.1.6**
 - a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices.
 - b. Collaborate to devise a drama or theater work.
- **TH:Cr2.1.7**
 - a. Examine and justify original ideas and artistic choices, based on critical analysis, historical, and cultural context
 - b. Inhabit a role and respect the roles of others in preparing or devising a drama or theater work.
- **TH:Cr2.1.8**
 - a. Articulate and apply critical analysis, background knowledge, research, and historical and cultural context to the development of original ideas.

- **b.** Share leadership and responsibilities to develop collaborative goals when preparing or devising a drama or theater work.

Anchor Standard 3: Refine and complete artistic work.

- **TH:Cr3.1.6**
 - **a.** Articulate and examine choices to refine a devised or scripted drama or theater work.
 - **b.** Identify effective physical and vocal traits of characters.
- **TH:Cr3.1.7**
 - **b.** Develop effective physical and vocal traits of characters.
- **TH:Cr3.1.8**
 - **a.** Use repetition and analysis to revise a devised or scripted drama or theater work.

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- **TH:Pr4.1.6**
 - **a.** Identify the essential events in a story or script that comprise the dramatic structure.
 - **b.** Experiment with various physical and vocal choices to communicate character.
- **TH:Pr4.1.7**
 - **a.** Consider various staging choices to enhance the story.
 - **b.** Use various character objectives in a drama or theater work.
- **TH:Pr4.1.8**
 - **a.** Explore different pacing to better communicate a story.
 - **b.** Use various character objectives and tactics to overcome an obstacle.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- **TH:Pr5.1.6**
 - **b.** Propose the integration of technical elements in theatrical experiences.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- **TH:Pr6.1.6**
 - **a.** Devise a theatrical experience and present it informally to an audience.

Anchor Standard 8: Interpret meaning in artistic work.

- **TH:Re8.1.6**
 - **a.** Identify the relationship between artistic choices and personal experience.
 - **b.** Identify personal aesthetics through participation in or observation of a drama or theater work.
- **TH:Re8.1.7**

- a. Explain how artists make choices based on personal experience.
- b. Evaluate how personal aesthetics can be used to discuss a theatrical experience.
- **TH:Re8.1.8**
 - a. Recognize and share artistic choices when participating in or observing a drama or theater work.
 - b. Apply personal aesthetics to evaluate a drama or theater work.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- **TH:Re9.1.6**
 - a. Use supporting evidence and criteria to evaluate a drama or theater work.
 - b. Consider technical elements used to assess aesthetic choices.
 - c. Identify a specific audience or purpose for a drama or theater work.
- **TH:Re9.1.7**
 - a. Explain preferences, using supporting evidence and criteria to evaluate a drama or theater work.
 - b. Explore the aesthetics of technical elements.
 - c. Identify how the intended purpose of a drama or theater work targets a specific audience.
- **TH:Re9.1.8**
 - a. Respond to a drama or theater work by using supporting evidence, personal aesthetics, and artistic criteria.
 - b. Articulate the aesthetics of technical elements in a drama or theater work.
 - c. Assess the effect of a drama or theater work on a specific audience.

Anchor Standard 10: Relate and synthesize knowledge and personal experiences to inspire and inform artistic work.

- **TH:Cn10.1.6**
 - a. Explain how the actions and motivations of characters in a drama or theater work reflect perspectives of a community or culture.
- **TH:Cn10.1.7**
 - a. Incorporate multiple perspectives and diverse community ideas in a drama or theater work.
- **TH:Cn10.1.8**
 - a. Examine a community issue through a theatrical experience.

Anchor Standard 11: Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.

- **TH:Cn11.1.6**
 - a. Identify universal themes or common social issues and express them through a drama or theater work.
- **TH:Cn11.1.8**
 - a. Use different forms of drama or theater work to examine contemporary social, cultural, or global issues.

NYS Next Generation English Language Arts Learning Standards

Writing: Text Types and Purposes

- **Anchor Standard 3:** Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
 - **6W3:** Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.
 - 6W3a: Engage the reader by introducing a narrator and/or characters.
 - 6W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
 - 6W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - 6W3d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
 - 6W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - **7W3:** Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.
 - 7W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.
 - 7W3b: Use narrative techniques, such as dialogue and description, to develop experiences, events, and/or characters.
 - 7W3c: Use a variety of transitional words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- 7W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - 7W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - **8W3:** Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.
 - 8W3a: Engage the reader by establishing a point of view and introducing a narrator and/or characters.
 - 8W3b: Use narrative techniques, such as dialogue, pacing, description, and reflection to develop experiences, events, and/or characters.
 - 8W3c: Use a variety of transitional words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
 - 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
 - 8W3e: Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **Anchor Standard 4:** Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.
 - **6W4:** Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.
 - **7W4:** Create a poem, story, play, art work, or other response to a text, author, theme, or personal experience.
 - **8W4:** Create a poem, story, play, art work, or other response to a text, author, theme or personal experience; explain divergences from the original text when appropriate.

Speaking and Listening: Comprehension and Collaboration

- **Anchor Standard 1:** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.
 - **6SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

- 6SL1b: Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
- 6SL1c: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- 6SL1d: Consider the ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.
- **7SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
 - 7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 7SL1c: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
 - 7SL1d: Acknowledge new information expressed by others and, when warranted, modify personal views.
- **8SL1:** Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
 - 8SL1b: Follow norms for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
 - 8SL1c: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

Learning Objectives

Students:

- Identify guidelines and procedures for the Echoes Creative Writing Competition
- Determine whether a given writing sample is an effective example of creative writing, using evidence from the Echoes guidelines
- Revise a given writing sample by providing more details to create a stronger writing piece
- Explore different creative writing formats and identify which formats transfer best to the stage

- Practice adapting a piece of creative writing to various formats (i.e. dialogue, song, poem, commercial, etc.)