

2022 Instructional Material Summer Review Institute

Review Team Appraisal of Title  
K-8 Arts

This appraisal form is provided for use by educators responsible for the selection of instructional materials for implementation with districts and charter schools across New Mexico to meet the need of their student populations.

[NMPED Adoption Information](#)

Text Title	Basic Drama Projects	Publisher	Perfection Learning
SE ISBN	9780789188960	TE ISBN	9781629749754
SW ISBN		Grade Level/Content	9-12 Theatre

**Core Instructional Material Designation** (Core Instructional Material is the comprehensive print or digital educational material, including basal material, which constitutes the necessary instructional components of a full academic course of study in those subjects for which the department has adopted content standards and benchmarks.)

<b>Recommended</b> (90% and above)	<input checked="" type="checkbox"/>	<b>Recommended with Reservations</b> (80-89%)	<input type="checkbox"/>	<b>Not Recommended and Not Adopted</b> (below 80%)	<input type="checkbox"/>
<b>Total Score</b> - The final score for the materials is averaged between the team of reviewers.					
					<b>Average Score</b>
					91%

**Cultural and Linguistic Relevance Recognition** - Materials are reviewed for relevant criteria pertaining to the support for teachers and students in the material regarding cultural relevance and the inclusion of a culturally responsive lens. Those materials receiving a score of 90% or above on the CLR portion of the review are recognized as culturally and linguistically relevant.

<b>CLR Recognized</b>	<input checked="" type="checkbox"/>	<b>Average Score</b>
		90%

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**  
Instructional materials represent a variety of cultural and linguistic perspectives.  
Statements of appraisal and supporting evidence:

ELL students are not represented in regards to linguistic responsiveness of the materials. There is a broad range of cultural representations in dramatic materials, but there is less evidence connecting activities to diverse linguistic backgrounds. Students have opportunities to incorporate personal experiences and cultural heritage through authentic monologues and hands-on projects.

**FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:**  
Instructional materials highlight diversity in culture and language through multiple perspectives.  
Statements of appraisal and supporting evidence:

The materials include multi-faceted views of diversity and the uniqueness of American musical theatre. Students are encouraged to critically reflect on their own lives and make connections to dramatic works. The text adequately addresses multiple ethnic descriptions, interpretations, and perspectives, but does not explicitly address New Mexico culture, past or present.

**Standards Review** - Materials are reviewed for alignment with the state adopted content standards, benchmarks and performance standards.

Average Score

92%

**OVERALL ALIGNMENT:**

**Materials align with the grade level/content area arts standards overall.**

*Statements of appraisal and supporting evidence:*

Materials align to a majority of the grade level content area arts standards. Students are supported through the structure and sequencing of interpersonal, hands-on, and relevant activities. Devising, constructing, revising, and reflecting on performances allows students to explore all elements of drama while creating personal connections and developing professional skills.

**ANCHOR STANDARD 1:**

**Generate and conceptualize artistic ideas and work.**

*Statements of appraisal and supporting evidence:*

The materials provide many opportunities to engage students in the creative process, generating ideas, and interacting critically with artistic works. Encouraging critical inquiry, activities allow for a thorough analysis and evaluation of dramatic works. This standard is also met through the annotated teacher edition resources, offering many exploratory activities and lessons that impact student design choices in dramatic works.

**ANCHOR STANDARD 2:**

**Organize and develop artistic ideas and work.**

*Statements of appraisal and supporting evidence:*

The development of dramatic concepts is well met through integrative perspectives of actors, directors, and playwrights. This concept is developed through analyzing various roles in drama, collaborative and creative team projects, and with the devising and revising of plays to communicate an idea. Materials also aligned through cultural and historical representation of diverse works.

**ANCHOR STANDARD 3:**

**Refine and complete artistic work.**

*Statements of appraisal and supporting evidence:*

Materials support student refinement and completion of work. This includes devising and revising scenes, incorporating staging conventions, creating, using literature design elements, and using technical design choices to support the story. By using a variety of activities to research and synthesize a script, students develop authentic, believable, and relevant drama works. This is accomplished through rehearsing and refining to best convey the emotional impact of the work, as supported by these materials.

**ANCHOR STANDARD 4:**

**Select, analyze and interpret artistic work for presentation.**

*Statements of appraisal and supporting evidence:*

Materials assist in understanding and applying the elements of acting for a performance. Students generate strong choices for presentation and convey meaning through performance, shaping unique and believable characters. Materials support research skills to create the director's concepts in developing characters. Multiple text information samples are presented to support students in their creative choices and dynamics within a story.

**ANCHOR STANDARD 5:**

**Develop and refine artistic techniques and work for presentation.**

*Statements of appraisal and supporting evidence:*

These materials include technical elements to increase dramatic design and evaluation to produce an impactful performance. Tasks to refine acting skills, develop a personal process, and engage students in multiple acting exercises are used. Provided activities integrate student acting skills after exploring the concepts and their abilities to apply them to a final performance.

**ANCHOR STANDARD 6:**

**Convey meaning through the presentation of artistic work.**

*Statements of appraisal and supporting evidence:*

The materials assist students in preparing their presentation by researching and analyzing playwrights, directors and designers to connect personally and to convey meaning to the audience. Supplemental materials and resources support student experimentation while working through the creative process. Diverse perspectives create deeper understanding.

**ANCHOR STANDARD 7:****Perceive and analyze artistic work.***Statements of appraisal and supporting evidence:*

Materials support students' interpretations of works, artistic criteria, and future influences of artistic choices. Students are encouraged to create and justify personal responses to a drama/theater work, based on personal observations and cultural perspectives.

**ANCHOR STANDARD 8:****Interpret intent and meaning in artistic work.***Statements of appraisal and supporting evidence:*

The text supports further exploration, reflection, and a variety of drama activities to develop personal artistic choices. Opportunities are also provided for students to engage in perceiving and responding to a drama/theatre work. Through observations, personal experiences, and critical analysis of materials students identify and compare multiple cultural perspectives.

**ANCHOR STANDARD 9:****Apply criteria to evaluate artistic work.***Statements of appraisal and supporting evidence:*

Guided reflection and a variety of perspectives enhance students' ability to engage in live performances. Appropriate etiquette and critical awareness is also acquired. Materials encourage further research of cultural and historical works to evaluate other forms and representations from dramatic sources.

**ANCHOR STANDARD 10:****Synthesize and relate knowledge and personal experiences to make art.***Statements of appraisal and supporting evidence:*

Investigation of diverse sources connect personal beliefs to understand, inform, and interpret dramatic works. Developing empathy, awareness of global issues, and societal perspectives are emphasized in the materials. Activities focus on interpersonal connections and collaboration while allowing students to make relevant personal choices.

**ANCHOR STANDARD 11:****Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.***Statements of appraisal and supporting evidence:*

Students take personal responsibility for their artistic choices while considering cultural, global, and historical beliefs to stretch beyond the basic conventions of devising a dramatic work. Students address cross cultural perspectives through the presentation of the historical and cultural accuracy of their designs.

**Arts Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the specific content area reviewed.

Average Score

82%

**FOCUS AREA 1 DISCIPLINARY LITERACY:**

**Instructional materials incorporate reading, writing, and communicating within the arts disciplines.**

*Statements of appraisal and supporting evidence:*

The materials do not present multiple performance opportunities nor provide for the interconnectedness of all art disciplines. Linguistic connections and supports are not explicitly mentioned or supported. Different cultural values are represented. The materials provide coaching activities for auditioning, rehearsing, analyzing monologues, and other technological aspects (sound and lighting).

**FOCUS AREA 2 LEARNING PROGRESSIONS:**

**Instructional materials provide purposeful sequencing of teaching and learning expectations across multiple developmental stages.**

*Statements of appraisal and supporting evidence:*

Effective sequencing and structuring is demonstrated by leading students through the performance process to include preparation, rehearsal, and completion of a proposed work. Processes are supported through provided checklists, personal reflections, critical thinking, and hands-on-activities. Students engage in many actionable multidisciplinary tasks (poems, media, musical theatre, etc.).

**FOCUS AREA 3 AUTHENTICITY AND RELEVANCE:**

**Instructional materials are authentic to the five arts' disciplines and relevant to the students of New Mexico.**

*Statements of appraisal and supporting evidence:*

These materials provide a broad range of cultural representations in dramatic materials, but do not connect activities to diverse linguistic backgrounds present in New Mexico. Recommended activities and connections to local theatre are not universally relevant to New Mexico students and communities. Students have opportunities to incorporate personal experiences and cultural heritage through authentic monologues and hands-on projects that address the five arts disciplines.

**FOCUS AREA 4 SCAFFOLDING AND SUPPORTS:**

**Instructional materials include instructional strategies that facilitate students' development as they build on prior knowledge and internalize new information.**

*Statements of appraisal and supporting evidence:*

The text provides suggestions for accommodating students with special need and English Language Learners, and supply extensions for advanced students. These materials provide activities that address movement, speaking, reading, and writing. Discussion questions help students to tap into prior knowledge and share personal experiences. Materials are scaffolded with a focus on three-dimensional learning, adding a progressive approach to leading theatre.

**All Content Review** - Materials are reviewed against relevant criteria pertaining to the support for teachers and students in the material regarding the progression of the standards, lesson structure, pacing, assessment, individual learners and cultural relevance.

Average Score

93%

**FOCUS AREA 1 COHERENCE:**

**Instructional materials are coherent and consistent with the New Mexico Content Standards that all students should study in order to be college- and career-ready.**

*Statements of appraisal and supporting evidence:*

Instructional materials align and reference the National Core Arts Standards. Students engage with the standards through task specific rubrics and guidelines. Materials are presented at an appropriate maturity level to prepare students for college and career expectations.

**FOCUS AREA 2 WELL-DESIGNED LESSONS:**

**Instructional materials take into account effective lesson structure and pacing.**

*Statements of appraisal and supporting evidence:*

Learning objectives are present and purposeful. The language of theatre brings specific vocabulary into lessons and linguistic connections. To help students make sense of the materials, there is clear and consistent visual design (bold/colored text, text boxes, and inserts) with graphic representations. Lessons are sequenced with purpose, previews, self assessments, and clear learning progression between units and chapters.

**FOCUS AREA 3 RESOURCES FOR PLANNING:**

**Instructional materials provide teacher resources to support planning, learning, and understanding of the New Mexico Content Standards.**

*Statements of appraisal and supporting evidence:*

Materials are provided in the "Teachers Workbook" and the "Annotated Teacher's Edition." The "Annotated Teacher's Edition" provides high quality strategies for academic development. Several annotations and suggestions support the Student Edition. Materials present several opportunities to explore and integrate digital learning.

**FOCUS AREA 4 ASSESSMENT:**

**Instructional materials offer teachers a variety of assessment resources and tools to collect ongoing data about student progress related to the standards.**

*Statements of appraisal and supporting evidence:*

Formative and summative assessments include culminating activities and projects in each unit. Provided rubrics align to the standards, along with an assessment focus chart, to offer guidance and suggestions for student mastery.

**FOCUS AREA 5 EXTENSIVE SUPPORT:**

**Instructional materials give all students extensive opportunities and support to explore key concepts.**

*Statements of appraisal and supporting evidence:*

The text is formatted and designed to customize and deliver instruction to diverse populations, such as beginning and advanced students. Problem solving skills are used to think critically while evaluating plays and musicals. The text embeds affirming cultural and linguistic diversity. Tasks involve responsive pedagogy in hands-on-learning, student discussions, and real life experience.

**FOCUS AREA 6 CULTURAL AND LINGUISTIC PERSPECTIVES:**

**Instructional materials represent a variety of cultural and linguistic perspectives.**

*Statements of appraisal and supporting evidence:*

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**FOCUS AREA 7 INCLUSION OF CULTURALLY AND LINGUISTICALLY RESPONSIVE LENS:**

**Instructional materials highlight diversity in culture and language through multiple perspectives.**

*Statements of appraisal and supporting evidence:*

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**Reviewers' Professional Summary** - These materials are reviewed by Level II and Level III educators from across New Mexico. The reviewers have brought their knowledge, experience and expertise into the review of these materials. They offer here their individual summary of the material as a whole.

Reviewer #: #61

*Background and experience:*

I am a level III teacher with over 30 years experience teaching in both the regular education classroom and fine arts environments Pre-K through 12th grade. I have extensive experience in diverse environments, with various cultures in multiple states. As a level III fine arts teacher, I have taught drama/theater for a large school district both in person and online for the past 14 years. Currently, I am a full-time drama teacher at an elementary school.

*Professional summary of material:*

Perfection Learning Publishing and *Basic Drama Projects* textbook and materials are both robust and well designed. The *Basic Drama Projects* series meets the standards and criteria for high school drama and theater education. With a concise format, high quality text and graphics along with abundant resources cited, the needs of all learners can be met. This high quality resource will also engage students with well intended extensions in the form of real world projects and experiences indicative of contemporary drama/theater education programs today.

Reviewer #: 62

*Background and experience:*

I am a Level II secondary teacher with nine years of secondary teaching experience, four of those years spent teaching middle school theatre. I hold a Bachelor of Science Degree in Secondary Education with an emphasis in social studies. My endorsements include social studies, English Language Arts, and Gifted Education. I have also served as a co-leader for my schools SIOP team, led professional development sessions, reviewed texts for district adoption committees, and participated in district level curriculum development teams to create online coursework for 8th grade English, 8th grade social studies, and pacing guides for middle school drama.

*Professional summary of material:*

Perfection Learning's *Basic Drama Projects* provides information, suggestions, and resources for diverse learners. A variety of multicultural and historical sources are found throughout this text. The annotated teacher edition provides extensions and guidance for best teaching practices that will benefit drama teachers. The text is formatted to include helpful inserts, easy to follow step by step instructions, images, activities, plans for substitute teachers, and many additional resource suggestions. The Teacher Resource Binder offers helpful handouts to accompany several activities. Aligning with a majority of the National Core Arts Standards, these materials allow for differentiated lessons with advanced options, accommodations, and supplementary resources for students to master the objectives of drama classes.

Reviewer #: 63

*Background and experience:*

I hold a New Mexico Level II teaching license in K-8. My endorsements include the Performing Arts, TESOL and Middle level Language Arts and Literature. I taught overseas in Kuwait where I developed and implemented an integrated dramatic arts curriculum. I currently teach an integrated Dramatic Arts/Literacy curriculum to 6th-8th grade students at a middle school.

*Professional summary of material:*

My review of the materials *Drama Projects* by Perfection Learning is comprehensive. The program engages students with active learning activities, giving them personal experiences of interacting with drama. The scope and sequence is clear and concise. The chapters and units make it easy to work within the materials, making it adaptable. There are ample opportunities to differentiate and multiple culturally diverse representations. The materials appear to be free from bias and inclusive of all students.