

Strand 1: Visual Arts

Standard AR1.1: Creation of visual art works through imagination and creativity; analysis and criticism on the values of the visual art works through free expression of feelings and thoughts; appreciation and application of visual arts in daily life

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Discuss about forms, characteristics and sizes of man-made products and things around them in nature. 2. Express the feelings about the nature and their surroundings. 3. Have basic skills in using materials and instruments to create visual art works. 4. Create visual art works experimenting with the use of colours through simple techniques. 	<ol style="list-style-type: none"> 1. Describe forms and shapes found in the nature and the environment. 2. Specify the visual elements in the environment and visual art works using lines, colours, forms and shapes. 3. Create various visual art works using lines and forms. 4. Have basic skills in using materials and instruments to create three-dimensional visual art works. 	<ol style="list-style-type: none"> 1. Describe forms and shapes in nature, the environment and the visual art works. 2. Specify the materials and the instruments utilised in the works when viewing them. 3. Distinguish the visual elements of various things in the nature, the environment and visual art works using lines, colours, forms, shapes and surfaces. 	<ol style="list-style-type: none"> 1. Compare the characteristics of forms and shapes in the nature, the environment and the visual art works. 2. Discuss about the influences of warm hues and cool hues on human emotions. 3. Distinguish the visual elements of various things in the nature, the environment and visual art works using lines, colours, forms, shapes, surfaces and blank space. 	<ol style="list-style-type: none"> 1. Describe the rhythms and the positions of various things seen in the environment and the visual art works. 2. Compare the differences between visual art works created with different materials, instruments and methods. 3. Paint pictures by applying techniques of light and shadow, weight and hues. 	<ol style="list-style-type: none"> 1. Specify the complementary colours and discuss about using complementary colours to convey thoughts and feelings. 2. Explain the principles of arranging size, proportion and balance in the visual art works. 3. Create visual art works with two dimensions to three dimensions by applying the principles of light and shadow and weight.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Describe the differences and the similarities of visual art works and the environment by applying the knowledge of visual elements. 2. Specify and describe the principles of designing visual art works emphasising on unity, harmony and balance. 3. Draw a picture of landscapes showing short and long distances in three dimensions. 4. Collect the sculptures or works of mixed media to create three-dimensional stories emphasising on unity, harmony and conveying the stories of the works. 5. Design pictures, symbols or other graphics to present thoughts and data. 	<ol style="list-style-type: none"> 1. Discuss about the visual elements regarding forms and concepts of the visual art works chosen. 2. Describe the differences and the similarities of forms and methods of utilising materials and instruments in particular artists' works. 3. Draw pictures with diverse techniques to communicate the meaning and the stories. 4. Set evaluation criteria and criticise visual art works. 5. Apply results of such criticism for improving and developing the works. 6. Draw pictures showing the personality and the characteristics of the play characters. 	<ol style="list-style-type: none"> 1. Describe the environment and works of arts chosen by applying the knowledge of visual elements and the principles of design. 2. Specify and describe the techniques and the methods of artists in creating visual art works. 3. Analyse and describe the methods of using visual elements and the principles of design in creating their own visual art works. 4. Be skilful in creating at least 3 visual art works. 5. Be skilful in integrating various materials to create visual art works by applying the principles of design. 	<ol style="list-style-type: none"> 1. Analyse the application of visual elements and the principles of design in communicating meaning through various forms. 2. Describe the objectives and the contents of art work using visual arts vocabulary. 3. Analyse the choices of materials, instruments and techniques of artists in expressing themselves through visual arts. 4. Have skills and techniques to utilise the materials, the instruments and the higher processes to create visual art works. 5. Create visual art works using various technologies on with the principles of design and the arranging of artistic elements. 6. Design visual art works appropriate to the occasions and places.

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Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
5. Draw and paint the landscapes from their own feelings.	5. Create the collages by cutting or tearing paper. 6. Draw the pictures to convey stories about their own families and those of their neighbours. 7. Collect the visual art works and describe what they see, including the contents and the relevant stories. 8. Create visual art works in the form of mobiles.	4. Draw and paint the pictures of objects around them. 5. Have the basic skills in utilising materials and instruments to create sculptures. 6. Draw the pictures to convey thoughts and feelings from incidents in real life using forms, shapes, colours and surfaces. 7. Describe the reasons and the methods of creating visual art works with techniques and materials.	4. Have the basic skills in utilising materials and instruments to create the sculptures. 5. Have the basic skills in utilising materials and instruments to create the paintings. 6. Describe the characteristics of the paintings with the arranging of distance, depth, weight and light and shadow in the paintings.	4. Create the sculptures from plasticine or clay with imagination. 5. Create the lithographs with the arranging positions of various objects in the pictures. 6. Specify the problems in arranging artistic elements and conveying meaning in their own visual art works, and the methods of the works improvement.	4. Create the sculptures by applying the principles of addition and subtraction. 5. Create visual art works by applying the principles of forms and blank space. 6. Create visual art works by using the complementary colours, and the principles of arranging size, proportion and balance.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<p>6. Evaluate visual artworks and describe the methods of improving their own and others' works by using prescribed criteria.</p>	<p>7. Describe the methods of utilising visual art works in advertisement to entice and present examples.</p>	<p>6. Create both two-dimensional and three-dimensional art works to convey the experience and the imagination.</p> <p>7. Create visual art works to communicate meaning through stories by applying visual elements and the principles of design.</p> <p>8. Analyse and discuss the forms, contents and the values of their own visual art works and those of others or those of artists.</p> <p>9. Create visual art works to describe various events by using the diverse techniques.</p> <p>10. Specify the careers related to visual art works and the skills required to engage in such careers.</p>	<p>7. Analyse and explain the objectives of the artists in choosing the materials, the instruments, the techniques and the contents to create visual art works.</p> <p>8. Evaluate and criticise visual art works by applying the art criticism theory.</p> <p>9. Classify visual art works to reflect their own development and progress.</p> <p>10. Create Thai and international visual art works by studying the concepts and the methods used by artists they admire.</p> <p>11. Draw and paint pictures in the form of caricatures or cartoons to express the opinions about the present situation in the society.</p>

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Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		<p>8. Specify what is admired and what should be improved in their own visual art works.</p> <p>9. Specify and classify the pictures based on the visual elements highlighted particularly in visual art works.</p> <p>10. Describe the characteristics, the forms and the shapes in designing various objects in their house and in their school.</p>	<p>7. Draw and paint the pictures using warm hues and cool hues to convey feelings and imagination.</p> <p>8. Compare the thoughts and the feelings conveyed through their own and others' visual art works.</p> <p>9. Choose to use hues to convey the emotions and the feelings in creating visual art works.</p>	<p>7. Describe the benefits and the values of visual art works to human life in the society.</p>	<p>7. Create visual art works in the form of diagrams, plans and illustrations to convey thoughts or various incidents.</p>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
		11. Choose the visual art works by applying appropriately prescribed criteria and mount the exhibitions.	

Strand 1: Visual Arts

Standard AR1.2: Understanding of the relationship between the visual arts, the history and the culture; appreciating visual art works that represent the cultural heritage, the local wisdom, and Thai and universal wisdom

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
1. Specify the visual art works in daily life.	1. Tell the importance of the visual art works seen in daily life. 2. Discuss about various types of visual art works in the local area with the methods of creating and the materials and instruments utilised.	1. Tell about the sources of the visual art works in the local area. 2. Explain the materials, the instruments and the methods of creating the visual art works in the local area.	1. Specify and discuss about the visual art works in the events and the celebrations of the local culture. 2. Describe the visual art works from various cultures.	1. Specify and describe the characteristics and the forms of visual art works in the learning resources or the art exhibitions. 2. Discuss about the visual art works reflecting the culture and the wisdom in the local area.	1. Describe the roles of visual art works reflecting life and society. 2. Discuss about the influences of the religious beliefs and the faiths on visual art works in the local area. 3. Specify and describe the local cultural influences on the creation of personal visual art works.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Specify and describe the characteristics and the forms of the national and the local visual art works from the past to the present time. 2. Specify and compare the visual art works in various regions of Thailand. 3. Compare the differences of the objectives in creating visual art works of Thai and universal cultures. 	<ol style="list-style-type: none"> 1. Specify and describe various cultures reflecting the visual art works at present time. 2. Describe the changes in Thai visual art works in each period with the concepts and the contents of the works. 3. Compare the concepts in designing works of art of Thai and universal cultures. 	<ol style="list-style-type: none"> 1. Study and discuss about the visual art works reflecting the cultural values. 2. Compare the differences of visual art works in each period of Thai and universal cultures. 	<ol style="list-style-type: none"> 1. Analyse and compare the visual art works in Eastern and Western styles. 2. Specify the visual art works of the famous artists and describe about the outcomes of the social acceptance. 3. Discuss about the influences of international cultures on visual art works in the society.

Strand 2: Music

Standard AR2.1: Understanding of and ability in creative self-expression through music; analysis and criticism on the values of music; free conveyance of feelings and thoughts on music; appreciation and application of music in daily life

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Know different things produce different sounds. 2. Tell the characteristics of loud and soft sounds and the pace of rhythm. 3. Recite verses and sing simple songs. 4. Participate in musical activities with enjoyment. 5. Tell the relevance of songs used in daily life. 	<ol style="list-style-type: none"> 1. Distinguish the sources of sounds heard. 2. Distinguish the properties of high-pitched and low-pitched, loud and soft and long and short sounds of music. 3. Beat time or move their bodies in attunement to the lyrics of the songs. 4. Sing simple songs suitable to their ages. 5. Tell the meaning and the importance of songs heard. 	<ol style="list-style-type: none"> 1. Tell the forms and the characteristics of the musical instruments seen and heard in daily life. 2. Utilise the pictures or the symbols to represent the sounds and the beat. 3. Tell the roles and the functions of the songs heard. 4. Sing and play simple music. 5. Move their bodies in attunement to emotions of the songs heard. 	<ol style="list-style-type: none"> 1. Tell the simple lines of the songs. 2. Distinguish the types of musical instruments played in the songs heard. 3. Specify the directions of simple up-and-down movements of the tune, the form, the beat and the tempo of the songs heard. 4. Read and write Thai and international music scores. 5. Sing by using pitches suitable to their ages. 	<ol style="list-style-type: none"> 1. Specify the musical elements of songs utilised to convey emotions. 2. Distinguish the characteristics of the singing sound and the instrument sound in various types of orchestras. 3. Read and write 5 scales of Thai and international music scores. 4. Use musical instruments to make rhythm and melody. 	<ol style="list-style-type: none"> 1. Describe the songs heard using the musical elements and the musical vocabulary. 2. Distinguish the types, the roles and the functions of Thai musical instruments and the instruments of other cultures. 3. Read and write Thai and international music scores of simple tunes. 4. Play the musical instruments to accompany the singer on the singing with simple beats and tunes.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Read, write and sing Thai and international music scores. 2. Compare the singing sounds and the musical instruments sounds from different cultures. 3. Sing and play the musical instruments to accompany the singer on the singing in diverse forms. 4. Classify the types of Thai orchestras and the orchestras of various cultures. 5. Express the opinions about the emotions of the songs with the different tempos and the different volume. 6. Compare the emotions and the feelings when listening to different types of music. 	<ol style="list-style-type: none"> 1. Compare the utilisation of musical elements from different cultures. 2. Read, write and sing Thai and international music scores with the notations. 3. Specify the important factors influencing the creation of the musical works. 4. Sing and play the musical instruments in solo and in groups. 5. Describe the emotions of the songs and the feelings towards the songs heard. 6. Evaluate the development of their own musical skills after the practice. 7. Specify various careers connected with music and the roles of music in the entertainment business. 	<ol style="list-style-type: none"> 1. Compare the elements utilised in the musical works and in other art works. 2. Sing and play music in solo and in groups with the techniques of singing, playing, self-expression and sound. 3. Compose short songs with simple beats. 4. Explain the reasons for choosing the musical elements in creating their own musical works and in the works of others. 5. Compare the differences of their own musical works and others' works. 6. Explain the influences of music on people and on the society. 	<ol style="list-style-type: none"> 1. Compare the forms of the different types of songs and orchestras. 2. Classify into types and forms of orchestras, both Thai and international. 3. Explain the reasons for people from different cultures to create different musical works. 4. Read and write Thai and international music scores with various tempos. 5. Sing or play music in solo or in orchestra with the techniques of expression and the quality of the performance. 6. Create criteria for appropriately evaluating the quality of their own and others' compositions and music performances. 7. Compare the emotions and the feelings roused from musical works from different cultures. 8. Apply music to other works.

Strand 2: Music

Standard AR2.1: Understanding of and ability in creative self-expression through music; analysis and criticism on the values of music; free conveyance of feelings and thoughts on music; appreciation and application of music in daily life

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
		<p>6. Express the opinions about their own music and singing and of others.</p> <p>7. Apply music in daily life or other occasions appropriately.</p>	<p>6. Play and take care of the musical instruments in a correct and safe way.</p> <p>7. Specify that music can be used for telling stories.</p>	<p>5. Sing Thai or international songs or modern Thai songs suitable to their ages.</p> <p>6. Make simple improvisations using the lines of question-and-answer type.</p> <p>7. Play music along with the activities in expressing their imagination.</p>	<p>5. Describe their feelings towards music.</p> <p>6. Express the opinions about tune, beat, voice harmony and sound quality of the songs heard.</p>

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<p>7. Present one of the songs they admire and discuss about the outstanding features that make the song delightful.</p> <p>8. Use criteria for evaluating the quality of the music or songs heard.</p> <p>9. Play and maintain the musical instruments with care and responsibility.</p>		<p>7. Present or organise the musical performances integrating with other learning strands in the area of art.</p>	

Strand 2: Music

Standard AR2.2: Understanding of the relationship between the music, the history and the culture; appreciating the musical works that represent the cultural heritage, the local wisdom, and Thai and universal wisdom

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Tell about the music of the local area. 2. Specify what music they admire in their local area. 	<ol style="list-style-type: none"> 1. Tell the relationship of singing sound and those of musical instruments in local songs by using simple words. 2. Perform and participate the musical activities in their local area. 	<ol style="list-style-type: none"> 1. Specify the outstanding characteristics and the unique features of music in their local area. 2. Specify the importance and the benefits of music to the lives of the local people. 	<ol style="list-style-type: none"> 1. Tell the sources and the relationships of Thai way of life reflected in the local music and songs. 2. Specify the importance of conserving and promoting the musical culture. 	<ol style="list-style-type: none"> 1. Explain the relationship between music and tradition in various cultures. 2. Explain the values of music from different cultures. 	<ol style="list-style-type: none"> 1. Explain the stories of Thai music in the past. 2. Distinguish the music from the different periods. 3. Discuss about the influences of culture on the local music.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Explain the role, the relationship and the influences of music on Thai society. 2. Specify the diversity of musical elements in different cultures. 	<ol style="list-style-type: none"> 1. Describe the roles and the influences of music on the cultures of various countries. 2. Describe the influences of culture and the historical events on the forms of music in Thailand. 	<ol style="list-style-type: none"> 1. Describe the evolution of music in various periods. 2. Discuss about the outstanding characteristics leading to the acceptance of the musical works. 	<ol style="list-style-type: none"> 1. Analyse the forms of Thai and international music in various periods. 2. Analyse the social status of the artists in various cultures. 3. Compare the outstanding musical characteristics in various cultures. 4. Explain the roles of music in reflecting the changes in the concepts and the values of people in the society. 5. Propose the guidelines to promote and conserve the music as the national heritage.

Strand 3: Dramatic Arts

Standard AR3.1: Understanding and creation of self-expression through dramatic arts; analysis and criticism on the values of dramatic arts; free expression of feelings and thoughts; appreciation and application of dramatic arts in daily life

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Imitate the movements. 2. Show simple gestures to communicate the meanings instead of words. 3. Tell what they like from viewing or participating in the performances. 	<ol style="list-style-type: none"> 1. Move while remaining in the same place and while moving about. 2. Show the movements that freely reflect their own emotions. 3. Show gestures to communicate the meanings instead of words. 4. Creatively perform the calisthenics. 5. Specify the manners in viewing the performances. 	<ol style="list-style-type: none"> 1. Create various forms of movement in short situations. 2. Show the musical calisthenics based on the forms of dramatic arts. 3. Compare the roles and the duties of the performers and the audiences. 4. Participate in the activities of performances suitable to their ages. 5. Tell the benefits of the dramatic arts in daily life. 	<ol style="list-style-type: none"> 1. Specify the basic skills in the dramatic arts and the theatrical works communicating the meanings and the emotions. 2. Use the laba notation and the dance vocabulary or the simple theatre vocabulary in conveying the stories. 3. Show the movements in various beats based on their own thoughts. 4. Show the performances of the dramatic arts in duos or in groups. 	<ol style="list-style-type: none"> 1. Describe the elements of the dramatic arts. 2. Show the gestures in attunement to songs or the stories based on their own thoughts. 3. Perform the dramatic arts with the laba notation and the dance vocabulary in communicating the meaning and the self-expression. 4. Participate in writing the story lines or short plays. 	<ol style="list-style-type: none"> 1. Create the movements and the performances conveying the styles or the emotions. 2. Design simple costumes or props. 3. Show the simple dramatic arts and the theatrical works. 4. Describe their own creative feelings for the dramatic arts and the theatrical works. 5. Express the opinions in viewing the performances.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Explain the influences of famous performers who entice the emotions or the thoughts from the audience. 2. Use the dance vocabulary or the theatre vocabulary in performances. 3. Perform the dramatic arts and the theatrical works in simple forms. 4. Use the collective skills in the process of producing performances. 5. Apply the simple criteria prescribed in assessing the quality of the performances viewed, with the emphasis on the sounds, the gestures and the movement. 	<ol style="list-style-type: none"> 1. Explain the integration of other branches of arts with the performances. 2. Create the performances using the elements of the dramatic arts and the theatrical works. 3. Analyse their own and others' performances using the appropriate dance vocabulary or the theatre vocabulary. 4. Propose the opinions for improving the performances. 5. Link the learning area of the dramatic arts and the theatrical works with other learning areas. 	<ol style="list-style-type: none"> 1. Specify the structure of plays using the theatre vocabulary. 2. Use the appropriate dance vocabulary or the theatre vocabulary to compare people's gestures in daily life and those in the performances. 3. Have thinking skills in developing the forms of the performances. 4. Have skills in interpreting and communicating through the performances. 5. Make a comparative criticism of different dramatic art works using the knowledge of the elements of the dramatic arts. 6. Participate in organising the performances, taking various roles and duties. 	<ol style="list-style-type: none"> 1. Have skills in various forms of the performances. 2. Create short plays in the form of their predilection. 3. Be initiative in the performances of dramatic arts in duos and in groups. 4. Criticise the performances based on the principles of the dramatic arts and the theatrical works. 5. Analyse the essence of dramatic art performances and the theatrical work intended to communicate meaning. 6. Describe and analyse the influences of the costumes, lights, colours, sounds, props and sets affecting the performances. 7. Develop and apply the evaluation criteria in assessing the performances. 8. Analyse people's gestures and movements in daily life and apply them into the performances.

Strand 3: Dramatic Arts

Standard AR3.1: Understanding and creation of self-expression through dramatic arts; analysis and criticism on the values of dramatic arts; free expression of feelings and thoughts; appreciation and application of dramatic arts in daily life

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
			5. Tell what performances they admire with the emphasis on the main points of the story and the outstanding features of the characters.	5. Compare the various dramatic art performances. 6. Tell the benefits obtained from viewing the performances.	6. Explain the relationship between the dramatic arts and the theatrical works in what they encounter in daily life.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
		7. Present the concepts from the contents of the performances that could be adjusted for application in daily life.	

Strand 3: Dramatic Arts

Standard AR3.2: Understanding of the relationship between the dramatic arts, the history and the culture; appreciating dramatic art performances that represent the cultural heritage, the local wisdom, and Thai and universal wisdom

Grade-level Indicators

Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
<ol style="list-style-type: none"> 1. Specify and play Thai children's games. 2. Tell what they like in Thai dramatic art performances. 	<ol style="list-style-type: none"> 1. Specify and play folk games. 2. Link what they see in folk games with what they see in the lifestyle of Thai people. 3. Specify what they admire and are proud of in folk games. 	<ol style="list-style-type: none"> 1. Tell about the dramatic art performances they viewed in the local area. 2. Specify the outstanding characteristics and the unique features of dramatic art performances. 3. Explain the importance of dramatic arts performances. 	<ol style="list-style-type: none"> 1. Explain the history of dramatic arts or the simple performances. 2. Compare the dramatic art performances with those from other cultures. 3. Explain the importance of paying respect in learning and performing the dramatic arts. 4. Specify the reasons for conserving and transmitting the dramatic art performances. 	<ol style="list-style-type: none"> 1. Compare various types of Thai performances in the local area. 2. Specify or perform the dramatic arts and the folk dramatic arts reflecting culture and tradition. 	<ol style="list-style-type: none"> 1. Explain about the things important to the dramatic art performances and the theatrical work. 2. Specify the benefits obtained from the performances or viewing the dramatic art performances and the plays.

Grade-level Indicators			Interval Indicators
Grade 7	Grade 8	Grade 9	Grades 10-12
<ol style="list-style-type: none"> 1. Specify the factors affecting the changes in the dramatic arts, the folk dramatic arts and Thai and folk theatrical works. 2. Describe types of Thai plays in various periods. 	<ol style="list-style-type: none"> 1. Compare the special characteristics of the dramatic art performances from various cultures. 2. Specify or perform the dramatic arts, folk dramatic arts, Thai and folk plays or other forms of entertainment favoured in the past. 3. Explain the influences of culture on the content of the plays. 	<ol style="list-style-type: none"> 1. Design and create the instruments and the costumes for performing the dramatic arts and the plays from various cultures. 2. Explain the importance and the roles of dramatic arts and the theatrical works in daily life. 3. Express the opinions about the conservation of the dramatic arts. 	<ol style="list-style-type: none"> 1. Compare the presentation of the performances on various occasions. 2. Discuss the roles of important personalities in the world of dramatic arts and the theatrical works in Thailand during the various periods. 3. Describe the evolution of Thai dramatic arts and the theatrical works from the past to the present time. 4. Present the concepts for conserving Thai dramatic arts.