

THEATRE

Grade 1

Standard 1.0 Script Writing

Students will create scripts through planning and recording improvisations based on personal experience and heritage, imagination, literature and history.

Learning Expectations

The student will

- 1.1 Explore the process of scene development.
- 1.2 Participate in scene development by exploring story sequence.
- 1.3 Use realistic and fantasy scenarios in playmaking.
- 1.4 Explore character through dialogue.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Identify who, what, when and where of specified literature.
- Identify the beginning and the end of a given plot.
- Recall character traits of family/friends or fantasy characters.
- Imitate character dialogue.

Level 2

- Identify who, what, when, where and why of specified literature.
- Identify the beginning, middle and end of a given plot.
- Improvise a character based on family/friends or fantasy characters.
- Respond, through dialogue, as a character in dramatic activities.

Level 3

- Identify plot elements from specified literature.
- Identify the sequence of events in a given plot.
- Develop a character based on family/friends or fantasy characters.
- Improvise character dialogue.

Sample Performance Task

Teacher will show the class 3-4 pictures from a popular story making sure that the pictures are representative of the beginning, middle and end of the story. Teacher will read the story and let the students decide the order of the pictures. Teacher will guide students in writing one sentence about each picture.

Example: Little Red Riding Hood took cookies to Grandmother. (Beginning)
Grandmother looks strange in bed. (Middle)
The Woodsman fought the wolf and won. (End)

The teacher will select several students to act out the parts of the story described by the sentences. The rest of the class will decide if the dramatization is representing the beginning, middle or end of the story.

Assessment: Teacher should observe the order in which students arrange pictures (beginning, middle, end). Sentences should match the action of the picture. Student's knowledge of the story is assessed through dramatization.

LE 1.2

Integration/Linkages

Language Arts, Social Studies, Develop Creativity, Problem Solving

Standard 2.0 Character Acting

Students will develop basic acting skills by assuming roles and interacting in improvisation.

Learning Expectations

The student will

- 2.1 Experiment with sensory and emotional experiences to create a character.
- 2.2 Use imagination to express thoughts and feelings of a character.
- 2.3 Explore improvisational skills in creating a character.
- 2.4 Experiment with movement as a means of expression.
- 2.5 Explore using the voice as a means of expression.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore a character utilizing a given a sensory or emotional experience.
- Use imagination to express feelings of a given character.
- Practice improvisational skills to develop given character traits.
- Practice using movement to express various feelings.
- Practice using the voice to express various feelings.

Level 2

- Create a character utilizing a given sensory or emotional experience.
- Use imagination to express given thoughts and feelings of a character.

- Explore improvisational skills to develop given character traits.
- Utilize movement to express selected feelings in theatre exercises.
- Utilize vocal techniques to express selected feelings in theatre exercises.

Level 3

- Create a character utilizing a selected sensory or emotional experience.
- Use imagination to express thoughts and feelings of a character.
- Explore improvisational skills to develop character traits.
- Utilize movement to express feelings in theatre exercises.
- Utilize vocal techniques to express feelings in theatre exercises.

Sample Performance Task

The teacher will present the story of “Jack and the Beanstalk” to the class using character voices. (There are many versions of this classic tale available.) Through simultaneous play with teacher side-coaching, students will act out important character moments from the story. Each student will explore all the major roles (Jack’s mother, Jack, the old man with the magic beans, the giant’s wife, and the giant) individually or in pairs. Teacher side-coaching will include prompts for students to think about how the characters move, speak, think, and feel in various moments in the story. Story moments could include: Jack’s mother telling him they have to sell the cow, Jack trading the cow to the old man for the magic beans, Jack’s mother’s response to the “cow for beans” trade, Jack’s discovery and climbing of the beanstalk, the giant’s wife trying to help Jack hide, and the giant discovering his golden goose is gone.

Assessment: After students have explored the characters through improvisation, the teacher will take on the role of interviewer/reporter. Each student will choose one character from the story and answer the teacher’s questions in character. The teacher (as reporter) will ask each student (as a character) how he/she thought and felt during certain moments in the story. For example, the reporter might ask the giant: “What did you think when you smelled the blood of an Englishman? How did you feel when you discovered your golden goose had been stolen?”

LE 2.2 and 2.3

Integration/Linkages

Language Arts, Creative Movement, Music, Problem Solving, Social Studies, Science, Visual Art

Standard 3.0 Scene Design

Students will design by visualizing and arranging environments for classroom dramatizations.

Learning Expectations

The student will

- 3.1 Recall the functions of various visual elements and aural qualities in dramatic activities.
- 3.2 Develop further awareness of design elements needed for dramatic activities.
- 3.3 Practice safe use of appropriate costumes, properties and scenery for dramatic activities.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Recognize various visual elements and aural qualities used in dramatic activities.
- Name design elements used in specified classroom dramatizations.
- Practice safe use of costumes, properties and scenery for classroom dramatizations.

Level 2

- Recognize the functions of visual elements and aural qualities in classroom dramatizations.
- Recognize design elements needed for specified classroom dramatizations.
- Select and practice safe use of costumes, properties and scenery for classroom dramatizations.

Level 3

- Identify the function of visual elements and aural qualities as part of the technical design.
- Describe selected design elements in classroom dramatizations.
- Identify and practice safe use of costumes, properties and scenery for classroom dramatizations.

Sample Performance Task

Using imagination, along with classroom furniture and materials, students will arrange a setting for a selected scene.

Assessment: Assessment is based on creative use of materials.

LE 3.2 and 3.3

Integration/Linkages

Language Arts, Visual Art, Music, Health and Wellness

Standard 4.0 Theatrical Presentation

Students will compare and connect art forms by describing theatre, dramatic media (such as film, television, and electronic media) and other art forms.

Learning Expectations

The student will

- 4.1 Discuss other art forms used in theatre.
- 4.2 Utilize other art forms in dramatic activities.
- 4.3 Explore the role of the audience and demonstrate appropriate audience etiquette.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore other art forms used in theatre.
- Recognize other arts form in a dramatic activity.
- Discuss and practice appropriate audience etiquette.

Level 2

- Discuss ways in which other art forms are used in theatre.
- Utilize selected elements of one other art form in a dramatic activity.
- Demonstrate appropriate audience etiquette.

Level 3

- Identify ways in which other art forms are used in theatre.
- Utilize selected elements of two other art forms in a dramatic activity.
- Evaluate appropriate audience etiquette.

Sample Performance Task

Begin this activity by showing a clip of a real orchestra. Tell the students that today the class will become an orchestra through dramatization. The teacher will be the conductor. Everyone else chooses an instrument that they will become. Once everyone has selected their imaginary instrument, all the orchestra members gather together. Be sure that everyone can see the conductor, some standing in back and others sitting in front. The conductor begins by warming up the instruments as she raises her arms. Everyone warms up by making the sound of his or her instruments. As players make the sound, they also move their bodies as they think the player might move when playing the instrument. Everyone must stop tuning up when the conductor lowers her arms.

The conductor creates a symphony by pointing to different instruments at different times, and signaling when the instrument should get louder or softer. The concert continues until the conductor brings it to an end. You may decide on a song to play before starting the concert, or just make it up as you go.

Assessment: Teacher should assess the ability of the student to use body and voice to dramatize a symphony.

LE 4.2

Integration/Linkages

Music, Visual Art, Dance, Language Arts, Social Skills

Standard 5.0 Scene Comprehension

Students will analyze and explain personal preferences and construct meanings from classroom dramatizations, theatre, film, and multimedia productions.

Learning Expectations

The student will

5.1 Respond to creative drama, formal theatre, film and television.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Experience creative drama and formal theatre, film and television.

Level 2

- Discuss personal preferences in creative drama and formal theatre, film and/or television.

Level 3

- Discuss and evaluate personal preferences in creative drama and formal theatre, film and/or television.

Sample Performance Task

The teacher will take students to see an age-appropriate live theatrical production or bring one to the school. After the play, the teacher will discuss the play with the students, asking them questions about the 5 W's (Who, What, When, Where, and Why) of the

story. Students will then share with each other what they liked and didn't like about the production and why.

Assessment: Each student will draw a picture of his/her favorite part of the production and write or complete a sentence about the picture such as: "I liked this part the best because"

LE 5.1

Integration/Linkages

Language Arts, Visual Art, Music, Evaluation Skills

Standard 6.0 Context

Students will understand cultural context by recognizing the role of theatre, film, television and electronic media in daily life.

Learning Expectations

The student will

- 6.1 Examine similarities and differences between real life and theatre, television and multimedia.
- 6.2 Explore real life experiences and fantasy through creative drama.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore similarities and differences between real life and theatre, television and multimedia.
- Define real life experiences and fantasy.

Level 2

- Investigate similarities and differences between real life and theatre, television and multimedia.
- Enact real life experiences and fantasy through creative drama.

Level 3

- Discuss similarities and differences between real life and theatre, television and multimedia.
- Discuss the differences between real life experiences and fantasy.

Sample Performance Task

Students will watch a cartoon and discuss what could be real and what is not real.

Assessment: Teacher will evaluate the responses and guide classroom discussion.
LE 6.1

Integration/Linkages

Language Arts, Social Studies