

THEATRE

Grade 3

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 principles of scene writing.
- 1.2 Participate in script writing by exploring story elements.
- 1.3 Use personal situations in the creation of scripted scenes.
- 1.4 Express character through dialogue.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

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

Level 2

- Collaborate and develop plots.
- Outline events to create plots.
- Develop a character based on observations.
- Improvise a dialogue which expresses a prescribed emotion of a character.

Level 3

- Collaborate and outline plots.
- Improvise characters within given parameters.
- Write a character sketch.
- Describe characters through the development of dialogue.

Sample Performance Task

Have the class brainstorm for partner words that go together. (Example: cup and saucer, bread and butter, teeth and tongue). Teacher will write all responses on the board. Divide the class into pairs. Have the teams write a conversation between the two inanimate objects. Each team will perform the conversation. Dialogue may be

humorous, serious, silly, etc. Students may use voice, face and body in the interpretation of the objects.

Assessment: Through examination of the scripts and dramatizations, students discuss the accuracy with which each group depicted the possible feelings of the inanimate objects.
LE 1.1

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 Explore sensory and emotional experiences to create a character.
- 2.2 Use imagination to form and express thought, feeling and character.
- 2.3 Create characters to develop scenarios in individual and group settings.
- 2.4 Examine improvisational skills and techniques in creating a character.
- 2.5 Explore movement to express feeling and characterization.
- 2.6 Utilize the voice to express feeling and characterization.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Create a character utilizing a selected sensory or emotional experience.
- Use imagination to express feelings.
- Explore given dramatic problems through character study in group settings.
- Explore improvisational skills to develop character traits.
- Utilize movement to express feeling in theatre exercises.
- Utilize vocal techniques to express feeling in theatre exercises.

Level 2

- Create a character utilizing emotional recall.
- Use imagination to express feelings and character.
- Explore given dramatic problems through character study individually and in group settings.
- Explore improvisational skills in creating a character.

- Utilize movement to express feeling in theatre exercises and improvised scenes.
- Utilize vocal techniques to express feeling in theatre exercises and improvised scenes.

Level 3

- Create a character utilizing sensory and emotional recall.
- Use imagination to express thoughts, feelings and character.
- Explore dramatic problems through characterizations individually and in group settings.
- Demonstrate improvisational skills in creating a character.
- Utilize movement to express feeling and character in theatre exercises and improvised scenes.
- Utilize vocal techniques to express feeling and character in theatre exercises and improvised scenes.

Sample Performance Task

This lesson could tie in with a science lesson on the five senses and observation. Students will examine Bugles corn chips (or some other interestingly shaped snacks) using each of the five senses. On a handout, they will write down adjectives to describe what they discover about the Bugles with each of the senses. For obvious reasons, the sense of taste should be used last. Students will then discuss what working with the Bugles made them imagine and feel.

Assessment: In small groups, the students will create commercials for Bugles. The commercials must include at least five adjectives from their observation handouts and should end with the characters in the commercials telling the audience how eating Bugles will make them feel.

LE 2.1

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 Explore the functions of various technical elements such as visual elements and aural qualities.

- 3.2 Determine design elements needed for classroom dramatizations.
- 3.3 Select and demonstrate safe use of appropriate costumes, properties and scenery for classroom dramatizations.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

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

Level 2

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

Level 3

- Apply visual elements and aural qualities as part of a technical design.
- Identify design elements in classroom dramatizations.
- Examine and demonstrate safe use of appropriate costumes, properties and scenery for classroom dramatizations.

Sample Performance Task

Students will select costume pieces from items they have at home to create a character of their choosing. Students will share their costumes and characters with the class.

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 Directing

Students will direct by planning classroom dramatizations.

Learning Expectations

The student will

- 4.1 Explore the responsibilities of the director.
- 4.2 Develop collaborative decision-making skills for classroom dramatizations.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- List the responsibilities of the director.
- Explore collaborative decision-making skills needed by a director

Level 2

- Identify the responsibilities of the director.
- Explore and participate in the collaborative decision-making skills needed by a director.

Level 3

- Examine the various responsibilities of the director.
- Identify and utilize the leadership and collaborative decision-making skills needed by a director.

Sample Performance Task

Students will watch clips from *High School Musical* and determine the qualities and/or effectiveness of the director/drama teacher, Ms. Darbus.

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

4.1

Integration/Linkages

Critical Thinking Skills, Communication Skills, Problem Solving Skills, Cooperative Learning

Standard 5.0 Research

Students will research by finding information to support classroom dramatizations.

Learning Expectations

The student will

- 5.1 Examine information that can be used to create individual roles or classroom dramatizations.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Investigate information that could influence individual roles or classroom dramatizations.

Level 2

- Research background information needed to develop an individual role.

Level 3

- Synthesize research to create an individual role.

Sample Performance Task

The teacher will give students a homework assignment (to be completed over several days) to observe 3-5 different people and keep a journal of the ways they walk. In the journals, the students may write descriptions or draw pictures of each of the people and how they walk. On the assignment due date, students will bring their observation journals to class. Each student will demonstrate for a partner one or two walks that were observed in order to practice the walks. Then each student will create a character based on one of the walks. The teacher may side-coach this process by giving students questions to think about such as: “How old are you?” “What is your job?” The students will “try on” the characters by interacting in character with their partners.

Assessment: The teacher will take on the role of a shoe salesperson. Each student will enter the salesperson’s store and go through the process of looking for a pair of shoes while remaining in character. This lesson could easily lead into a creative writing project.
LE 5.1

Integration/Linkages

Language Arts, Problem Solving Skills, Social Studies, Library Skills

Standard 6.0 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

- 6.1 Identify ways in which other art forms contrast and/or relate to theatre.
- 6.2 Describe elements of other art forms used in a dramatic production.
- 6.3 Incorporate other art forms into the creation of dramatic projects.
- 6.4 Understand the role of the audience and demonstrate appropriate audience etiquette.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Discuss ways in which other art forms contrast and/or relate to theatre.
- Recognize selected elements of other art forms used in a dramatic production.
- Select one other art form to use in a dramatic project.
- Discuss and practice appropriate audience etiquette.

Level 2

- Identify how selected elements of music, dance and visual art contrast and/or relate to theatre.
- Describe selected elements of other art forms used in a dramatic production.
- Utilize one or more other art forms in creating a dramatic project.
- Demonstrate appropriate audience etiquette.

Level 3

- Explore how music, dance and visual art contrast and/or relate to theatre.
- Recognize other art forms used in dramatic productions.
- Integrate music and visual art into a dramatic project.
- Evaluate appropriate audience etiquette.

Sample Performance Task

Ask how many students have attended a live performance, a movie, or just watched television. Let them know that they were a part of the audience for each of these. Divide the class into three groups. Each group will demonstrate the role of the audience as one of the following:

- Television audience at home
- Movie audience for the big screen

Theatre audience for a live performance

Let the students decide which TV show or movie they will be watching (rated G or PG) and whether the live performance will be a play, opera, ballet or musical. Following group time to develop the scenario, each group will present its scene. After each demonstration, the students will talk about the role that the audience played in each situation. They may show how the TV audience members may eat, talk, laugh, play games, get comfortable, or walk during a performance. In the movie audience, members may eat popcorn and candy or drink sodas. Show how the theatre audience is quite different from TV and movie audiences by entering quietly, sitting quietly, and applauding to show appreciation of the performance.

Assessment: Ask the students to make a list of all the differences they observed and decide which audience had more of a commitment from its viewers. Discuss the importance of appropriate behavior in the theatre and make a list of Do's and Don'ts to use when attending a play, opera, ballet, musical, or concert.

LE 6.4

Integration/Linkages

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

Standard 7.0 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

- 7.1 Respond to selected theatrical experiences.
- 7.2 Examine creative drama and formal theatre, film and television.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Observe selected theatrical activities/productions.
- Discuss selected elements of creative drama and formal theatre, film and television.

Level 2

- Report on selected theatrical experiences.
- Investigate creative drama and formal theatre, film and television.

Level 3

- Critique selected theatrical experiences.
- Analyze creative drama and formal theatre, film and television.

Sample Performance Task

This lesson should take place after a language arts lesson on the functions of the parts of a story (beginning, middle, and end). 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 the students questions about the 5 W's (Who, What, When, Where, and Why) of the story. Then the teacher will divide students into small groups, giving each group a scene from the play to reenact.

Assessment: The groups will share their reenactments with the rest of the class who must then tell whether the scene came from the beginning, middle, or end of the play and why it belongs in that part of the play.

LE 7.1

Integration/Linkages

Language Arts, Music, Visual Art, Critical Thinking Skills, Communication Skills

Standard 8.0 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

8.1 Examine how various cultures are reflected through theatre, film, television and electronic media.

8.2 Understand the role of theatre, film, television and electronic media in daily life.

Performance Indicators: Evidence Standard is Met

The student is able to

Level 1

- Explore how theatre, film, television and electronic media reflect elements of various cultures.
- Recognize the influence of theatre, film, television and electronic media on daily life.

Level 2

- Discuss how theatre, film, television and electronic media reflect elements of various cultures.
- Identify the influence of theatre, film, television and electronic media on daily life.

Level 3

- Identify how theatre, film, television and electronic media reflect elements of various cultures.
- Relate the influence of theatre, film, television and electronic media on daily life.

Sample Performance Task

Students will watch Saturday morning cartoons and list the commercials for products being advertised. In class, they will discuss how those commercials might influence their daily life.

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

LE 8.2

Integration/Linkages

Language Arts, Social Studies, Communication Skills, Social Skills