

Theater: Grade 3

Adopted 2006

Produce

1. Use the primary tools of mind, body, and voice in an appropriate characterization for a simple classroom production.

2. Identify the purpose of movement in a dramatic production.

- Using high-, medium-, and low-level areas in space
 - Using body sculpture or the freeze technique to create a tableau by freezing the action of a scene
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3. Create ideas for alternate settings, characters, and endings for a dramatic production.

- Staging classroom dramatizations in a variety of ways
 - Demonstrating movement to explore thoughts, feelings, and roles from literature, life, and history
 - Working cooperatively in a group setting to plan a dramatic production
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4. Dramatize universal subjects and ideas in stories from different cultures.

- Depicting characters from diverse historical periods and cultures
 - Explaining how theatre reflects life
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Respond

5. Identify an emotion evoked by performers during a production.

6. Identify different elements in a theatrical performance.

- Describing characters, their relationships, and their environments
 - Analyzing a classroom dramatization or theatre production to determine how movement, music, and visual elements are used to enhance mood
 - Distinguishing between appropriate and inappropriate audience behavior
 - Explaining differences between audience space and performance space
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7. Evaluate the effectiveness of the theatrical elements of a performance using accurate, respectful, supportive, and constructive comments.

8. Describe effects that sounds, movements, and visual images have on an audience.

Understand

9. Identify various forms of dramatic media and ways in which they have evolved over time.

10. Identify ways in which the arts are used for personal pleasure and enrichment.

11. Illustrate concepts from other content areas through the use of dramatization.