

Theatre: Grade 4

Adopted 2007

Improvising and writing scenes, scenarios and plays

- 1.1** Identify the foundation of playmaking in real life and fantasy
- 1.2** Identify the basic elements of a play (e.g., characters, setting, plot)
- 1.3** Develop an improvisation utilizing characters and setting that creates tension and suspense, with a subsequent resolution
- 1.4** Record the improvised movement and/or dialogue of a play through writing, taping or other means
- 1.5** Adapt a piece of literature into a theatrical piece
- 1.6** Explore human issues and various outcomes in order to devise a performance piece that is linear in presentation form
- 1.7** Write an original oneact play with clearly developed characters, setting, conflict and resolution

Acting in improvised and structured presentations

- 2.1** Employ variations in movement, gesture and vocal expression (pitch, tempo, tone) to create characters
- 2.2** Recall and recite assigned lines for a theater piece
- 2.3** Identify character motivations through research and analysis and be able to articulate how they affect the character's actions
- 2.4** Portray a believable character with effective performance techniques (use of voice, facial expressions and body movement) in both improvised and structured presentations
- 2.5** Apply various acting and performance methodologies to appropriate theatrical styles (DelSarte, Kabuki, Noh, Viewpoints, Theatre of the Oppressed, Theatre-in-Education, Restoration, etc.)

Designing and building environments for informal and formal presentations

- 3.1** Develop and implement costume and makeup designs for a structured theatrical production
- 3.2** Apply design concepts (line, color, space, shape, texture) to design a set that communicates locale and mood for a theatrical production

	3.3 Construct scenery and props appropriate to the setting of a theatrical production
Directing by envisioning and realizing improvised or scripted scenes	4.1 Analyze the meaning of improvised or scripted scenes, scenarios and/or plays
	4.2 Create a concept that conveys meaning for a scripted scene (be it linear, episodic, abstract) through the use of metaphor, mood or theme
Managing and producing informal and formal presentations	5.1 Analyze and understand the importance of backstage needs and communicate a plan for managing backstage traffic, props and prop tables; dressing areas and costume changes; the use of wing space/backstage area and set units
Comparing and integrating art forms	6.1 Observe examples of role playing in life and analyze how those roles could be used by theatre artists
	6.2 Observe different forms of communication and transfer them into usage in performance (verbal, nonverbal, ASL, written, iconic, etc.)
	6.3 Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and structured scenes
	6.4 Compare and contrast story lines presented through different artistic media (theater, dance, literature, music)
	6.5 Analyze the contributions of various art forms within a theatrical production (e.g., scenery, lighting, music, dance, costumes)
Responding to, describing, analyzing, interpreting, and evaluating theatre works and performances	7.1 Identify and employ techniques for active listening and viewing of theatrical productions
	7.2 Relate the elements of a dramatic production and the impact they have on the viewer
	7.3 Assess how an audience's response can impact a theatrical presentation
	7.4 Explain how dramatic elements (plot, character, action, diction, music, spectacle, Aristotle's "Poetics", etc.) combine to make a whole
	7.5 Establish criteria for evaluating a presentation's effectiveness in communicating ideas and emotions
	7.6 Evaluate the artistic quality of a production based on established criteria
Understanding theatre works in relation to cultures, times and places	8.1 Compare and contrast different genres of theater (e.g., drama, comedy, musical theater, opera)

8.2 Analyze dramatic works in the context of the culture, time and place in which they originated