Florida Fine Arts

Theater: Grade 1

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Create a story and act it out, using a picture of people, animals, or objects as the inspiration. TH.1.C.1.1
2. Draw a picture from a favorite story and share with the class why the scene was important to the story. TH.1.C.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create a story from a picture of people, animals, and/or objects. TH.1.C.1.IN.A
b. Draw a picture from a favorite story and share with the class. TH.1.C.1.IN.B

Supported

a. Recognize the primary character or feature in a picture related to a story. TH.1.C.1.SU.A
b. Draw a picture from a favorite story. TH.1.C.1.SU.B

Participatory

a. Attend to pictures, objects, or dramatizations related to a story. TH.1.C.1.PA.A
b. Select a picture from a favorite story. TH.1.C.1.PA.B

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Discuss what worked well and what didn't work well after acting out a story. TH.1.C.2.1
2. Identify elements of an effective performance. TH.1.C.2.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Express an opinion about selected theatre performances. TH.1.C.2.IN.A

b. Identify an element of an effective performance. TH.1.C.2.IN.B

Supported

a. Participate in acting out a story. TH.1.C.2.SU.A

b. Recognize an element of an effective performance. TH.1.C.2.SU.B

Participatory

a. Attend to stories that are acted out. TH.1.C.2.PA.A

b. Recognize elements of a performance. TH.1.C.2.PA.B

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Share opinions about selected plays. TH.1.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Express an opinion about selected theatre performances and media. TH.1.C.3.IN.A

Supported

a. Identify preferred simple theatre performances and media. TH.1.C.3.SU.A

Participatory

a. Explore theatre performances and media. TH.1.C.3.PA.A

Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Exhibit appropriate audience etiquette and response. TH.1.S.1.1
2. Demonstrate the differences between play-acting, pretending, and real life. TH.1.S.1.2
3. Explain personal preferences related to a performance. TH.1.S.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify audience behavior required to attend a theatrical performance. TH.1.S.1.IN.A

b. Participate in play-acting and pretending. TH.1.S.1.IN.B

c. Express an opinion about selected theatre performances. TH.1.S.1.IN.C

Supported

a. Imitate an audience response to a theatrical production. TH.1.S.1.SU.A

b. Participate in play-acting. TH.1.S.1.SU.B

c. Identify preferred simple theatre performances. TH.1.S.1.SU.C

Participatory

a. Attend to audience behaviors during theatrical performances. TH.1.S.1.PA.A

b. Participate in pretend activities. TH.1.S.1.PA.B

c. Explore theatre performances. TH.1.S.1.PA.C

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Collaborate with others to present scenes from familiar stories. TH.1.S.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Contribute to collaborative theatrical performance. TH.1.S.2.IN.A

Supported

a. Demonstrate cooperative play behaviors. TH.1.S.2.SU.A

Participatory

a. Attend to tasks related to theatre. TH.1.S.2.PA.A

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Use simple acting techniques to portray a person, place, action, or thing. TH.1.S.3.1
2. Describe characters and plot development discovered during dramatic play. TH.1.S.3.2
3. Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance. TH.1.S.3.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate qualities of a character, setting, or action. TH.1.S.3.IN.A

b. Distinguish stage space from audience space. TH.1.S.3.IN.B

Supported

a. Explore a variety of story characters, settings, and actions. TH.1.S.3.SU.A

b. Identify stage space and audience space. TH.1.S.3.SU.B

Participatory

a. Attend to story characters, settings, and actions. TH.1.S.3.PA.A

b. Recognize stage space. TH.1.S.3.PA.B

Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end. TH.1.O.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the beginning, middle, and end of a story. TH.1.O.1.IN.A

Supported

a. Recognize the beginning, middle, and end of a story. TH.1.O.1.SU.A

Participatory

a. Attend to the beginning and end of a story. TH.1.O.1.PA.A

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Describe in words or by drawing a picture, the most exciting part in the story line of a play. TH.1.O.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Describe, in words or a picture, a major event in a story. TH.1.O.2.IN.A

Supported

a. Recognize a major event in a story. TH.1.O.2.SU.A

Participatory

a. Attend to a major event in a performance. TH.1.O.2.PA.A

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Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Compare a play to an animated movie that tells the same story. TH.1.O.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify characteristics of theatre in television and movies. TH.1.O.3.IN.A

Supported

a. Explore theatrical elements in television and movies. TH.1.O.3.SU.A

Participatory

a. Explore television and movies. TH.1.O.3.PA.A

Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Identify characters in stories from various cultures. TH.1.H.1.1
2. Describe how people respond to special events in the community. TH.1.H.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Pretend to be a character from another culture. TH.1.H.1.IN.A

b. Demonstrate how people respond to a variety of events. TH.1.H.1.IN.B

Supported

a. Explore stories of diverse cultures. TH.1.H.1.SU.A

b. Respond to a variety of events. TH.1.H.1.SU.B

Participatory

a. Attend to stories of diverse cultures. TH.1.H.1.PA.A

b. Attend to a variety of events. TH.1.H.1.PA.B

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Re-tell a story, demonstrating respect, from a culture other than one's own. TH.1.H.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize stories describing cultures other than our own. TH.1.H.2.IN.A

Supported

a. Explore stories of diverse cultures. TH.1.H.2.SU.A

Participatory

a. Attend to stories of diverse cultures. TH.1.H.2.PA.A

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onnections among the arts and other disciplines strengthen learning and the ility to transfer knowledge and skills to and from other fields.

1. Identify similarities between plays and stories. TH.1.H.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize similarities between plays and stories. TH.1.H.3.IN.A

Supported

a. Explore the characters in a play and story. TH.1.H.3.SU.A

Participatory

a. Attend to the reading of stories. TH.1.H.3.PA.A

Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Pretend to be an animal or person living in an imagined place. TH.1.F.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate a variety of character qualities. TH.1.F.1.IN.A

Supported

a. Explore a variety of story characters. TH.1.F.1.SU.A

Participatory

a. Attend to a variety of story characters. TH.1.F.1.PA.A

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Describe and discuss how to work together as actors. TH.1.F.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Contribute to collaborative tasks related to theatre. TH.1.F.3.IN.A

Supported

a. Demonstrate cooperative dramatic play behaviors. TH.1.F.3.SU.A

Participatory

a. Attend to tasks related to theatre. TH.1.F.3.PA.A