Florida Fine Arts

Theater: Grade 2

Adopted 2010

Critical Thinking and Reflection

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

1. Describe a character in a story and tell why the character is important to the story. TH.2.C.1.1
2. Respond to a play by drawing and/or writing about a favorite aspect of it. TH.2.C.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify an important character in the story. TH.2.C.1.IN.A
b. Respond to a play by drawing a picture. TH.2.C.1.IN.B

Supported

a. Identify a character in a story. TH.2.C.1.SU.A
b. Respond to a play by communicating a favorite aspect of it. TH.2.C.1.SU.B

Participatory

a. Associate a character to a story. TH.2.C.1.PA.A
b. Respond to a play by identifying a favorite aspect of it. TH.2.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 the purpose of a critique. TH.2.C.2.1
2. Describe how an actor in a play, musical, or film creates a character. TH.2.C.2.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify the purpose of a critique. TH.2.C.2.IN.A

b. Pretend to be someone or something else. TH.2.C.2.IN.B

Supported

a. Recall the purpose of a critique. TH.2.C.2.SU.A

b. Demonstrate a characteristic of someone or something else. TH.2.C.2.SU.B

Participatory

a. Recognize the purpose of a critique. TH.2.C.2.PA.A

b. Associate a part of someone or something with its whole. TH.2.C.2.PA.B

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

1. Identify important characteristics to discuss when sharing opinions about theatre. TH.2.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify important characteristics about theatre. TH.2.C.3.IN.A

Supported

a. Critique a variety of familiar theatrical productions using a teacher-selected criterion. TH.2.C.3.SU.A

Participatory

a. Select preferred, familiar theatrical media. TH.2.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 the behavior necessary to establish audience etiquette, response, and constructive criticism. TH.2.S.1.1
2. Compare, explain, and exhibit the differences between play-acting, pretending, and real life. TH.2.S.1.2
3. Explain, using specific examples, why some individuals may or may not like a particular performance. TH.2.S.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate respect and appreciation for a performance. TH.2.S.1.IN.A

b. Pretend to be someone or something else. TH.2.S.1.IN.B

Supported

a. Show appreciation for a performance. TH.2.S.1.SU.A

b. Demonstrate a characteristic of someone or something else. TH.2.S.1.SU.B

Participatory

a. Respond to a performance. TH.2.S.1.PA.A

b. Associate a part of someone or something with its whole. TH.2.S.1.PA.B

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 perform a scene and solve challenges. TH.2.S.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify a skill necessary for cooperative activities. TH.2.S.2.IN.A

   Supported

   a. Recognize a skill necessary for cooperative activities. TH.2.S.2.SU.A

   Participatory

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

   a. Attend to skills necessary for cooperative interaction. TH.2.S.2.PA.A

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

1. Create imagined characters, relationships, and environments using basic acting skills. TH.2.S.3.1
2. Communicate with others the concept of dramatic conflict and resolution in stories using dramatic play. TH.2.S.3.2
3. Create the stage space to communicate character and action in specific locales. TH.2.S.3.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Pretend to be someone or something else using basic acting skills. TH.2.S.3.IN.A

b. Describe the stage space to communicate character and action. TH.2.S.3.IN.B

Supported

a. Demonstrate a characteristic of someone or something else. TH.2.S.3.SU.A

b. Distinguish stage space from audience space. TH.2.S.3.SU.B

Participatory

a. Associate a part of someone or something with its whole. TH.2.S.3.PA.A

b. Identify stage space and audience space. TH.2.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. Compare the differences between reading a story and seeing it as a play. TH.2.O.1.1
2. Explain the difference between the stage, backstage, and audience areas. TH.2.O.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities and differences between the reading of a story and seeing a performance. TH.2.O.1.IN.A

b. Identify vocabulary appropriate for theatre. TH.2.O.1.IN.B

Supported

a. Recognize a similarity and difference between the reading of a story and seeing a performance. TH.2.O.1.SU.A

b. Identify selected vocabulary appropriate for theatre. TH.2.O.1.SU.B

Participatory

a. Participate in a variety of art forms. TH.2.O.1.PA.A

b. Recognize vocabulary related to theatre. TH.2.O.1.PA.B

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

1. Re-tell what happened in the beginning, middle, and end of a story after viewing a play. TH.2.O.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sequence the beginning and end of a performance. TH.2.O.2.IN.A

Supported

a. Recognize a major event in a performance. TH.2.O.2.SU.A

Participatory

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

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

1. Identify theatrical elements and vocabulary found in everyday life. TH.2.O.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize theatrical elements in everyday life. TH.2.O.3.IN.A

Supported

a. Associate a theatrical element with everyday life. TH.2.O.3.SU.A

Participatory

a. Attend to theatrical elements found in everyday life. TH.2.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. Read and dramatize stories with similar themes to show developing knowledge of, and respect for, cultural differences. TH.2.H.1.1
2. Explain how to respond as an audience member in a different way, depending on the style of performance. TH.2.H.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Listen to stories with similar themes to gain knowledge of, and respect for, cultural differences. TH.2.H.1.IN.A

b. Demonstrate respect and appreciation for a performance. TH.2.H.1.IN.B

Supported

a. Listen to stories with similar themes from different cultures. TH.2.H.1.SU.A

b. Show appreciation for a performance. TH.2.H.1.SU.B

Participatory

a. Listen to stories from different cultures. TH.2.H.1.PA.A

b. Respond to a performance. TH.2.H.1.PA.B

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

1. Identify universal characters in stories from different cultures. TH.2.H.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize similar qualities in characters from different cultures. TH.2.H.2.IN.A

   Supported

   a. Recognize qualities in a variety of story characters. TH.2.H.2.SU.A

   Participatory

   a. Recognize a quality of a story character. TH.2.H.2.PA.A

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. Create dialogue for characters from a story. TH.2.H.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create dialogue for a character from a story. TH.2.H.3.IN.A

   Supported

   a. Identify the dialogue for a character from a story. TH.2.H.3.SU.A

   Participatory

   a. Select a character from a story for the creation of dialogue. TH.2.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. Create and sustain a character inspired by a class reading or activity. TH.2.F.1.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create a character inspired by a class reading. TH.2.F.1.IN.A

   Supported

   a. Create a character from a story. TH.2.F.1.SU.A

   Participatory

   a. Create a character from an activity. TH.2.F.1.PA.A

Careers in and related to the arts significantly and positively impact local and global economies.

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Identify the jobs people can have in a theater. TH.2.F.2.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize jobs people may have in a theatre. TH.2.F.2.IN.A

Supported

a. Recognize a person working in a theatre. TH.2.F.2.SU.A

Participatory

a. Attend to a person working in a theatre. TH.2.F.2.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. Identify what was successful about a collaborative theatre activity. TH.2.F.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate a variety of collaborative skills. TH.2.F.3.IN.A

Supported

a. Demonstrate a collaborative skill. TH.2.F.3.SU.A

Participatory

a. Participate in class performance. TH.2.F.3.PA.A