

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**

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](#)

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](#)

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.2.0.1.1**
- 2. Explain the difference between the stage, backstage, and audience areas. **TH.2.0.1.2**

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.2.0.1.IN.A**
- b. Identify vocabulary appropriate for theatre. **TH.2.0.1.IN.B**

Supported

- a. Recognize a similarity and difference between the reading of a story and seeing a performance. **TH.2.0.1.SU.A**
- b. Identify selected vocabulary appropriate for theatre. **TH.2.0.1.SU.B**

Participatory

- a. Participate in a variety of art forms. **TH.2.0.1.PA.A**
- b. Recognize vocabulary related to theatre. **TH.2.0.1.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.2.0.2.1**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Sequence the beginning and end of a performance. [TH.2.0.2.IN.A](#)

Supported

- a. Recognize a major event in a performance. [TH.2.0.2.SU.A](#)

Participatory

- a. Attend to major events in a performance. [TH.2.0.2.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.2.0.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize theatrical elements in everyday life. [TH.2.0.3.IN.A](#)

Supported

- a. Associate a theatrical element with everyday life. [TH.2.0.3.SU.A](#)

Participatory

- a. Attend to theatrical elements found in everyday life. [TH.2.0.3.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](#)

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.

1. 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](#)