Florida Fine Arts

Theater: Grade 3

Adopted 2010

Critical Thinking and Reflection

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

1. Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story. TH.3.C.1.1
2. Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production. TH.3.C.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create a costume piece or prop out of everyday items found around the classroom or at home and use it to tell a story. TH.3.C.1.IN.A
   b. Identify story characters or features by their sounds and movements. TH.3.C.1.IN.B

   Supported

   a. Create a costume piece or prop out of everyday items found around the classroom or at home. TH.3.C.1.SU.A
   b. Recognize story characters or features by their sounds and movements. TH.3.C.1.SU.B

   Participatory

   a. Contribute to the creation of a costume piece or prop out of everyday items found around the classroom or at home. TH.3.C.1.PA.A
   b. Associate selected sounds and movements with story characters or features. TH.3.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. Revise a formal or informal performance after receiving a critique. TH.3.C.2.1
2. Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills. TH.3.C.2.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Refine a variety of simple performances using feedback from others. TH.3.C.2.IN.A

b. Identify an artistic choice to support development of decision-making skills. TH.3.C.2.IN.B

Supported

a. Refine simple presentations using feedback from others. TH.3.C.2.SU.A

b. Examine an artistic choice that supports a decision. TH.3.C.2.SU.B

Participatory

a. Refine communication skills using feedback from others. TH.3.C.2.PA.A

b. Recognize an artistic choice. TH.3.C.2.PA.B

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

1. Discuss the techniques that help create an effective theatre work. TH.3.C.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify props, costumes, and dialogue that support a story. TH.3.C.3.IN.A

Supported

a. Recognize props, costumes, and dialogue that support a story. TH.3.C.3.SU.A

Participatory

a. Respond to props or costumes that support a story. TH.3.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. Demonstrate effective audience etiquette and constructive criticism for a live performance. TH.3.S.1.1
2. Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life. TH.3.S.1.2
3. Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions. TH.3.S.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify characteristics of proper audience etiquette. TH.3.S.1.IN.A

b. Explain the differences between play-acting, pretense, and real life. TH.3.S.1.IN.B

c. Critique a variety of simple theatrical productions using defined criteria. TH.3.S.1.IN.C

b. Discuss how selected elements support artistic intent in a theatrical performance. TH.4.S.1.IN.B

Supported

a. Recognize characteristics of proper audience etiquette. TH.3.S.1.SU.A

b. Identify the differences between play-acting, pretense, and real life. TH.3.S.1.SU.B

c. Critique a variety of familiar theatrical productions using a teacher-selected criterion. TH.3.S.1.SU.C

Participatory

a. Attend to a variety of performances. TH.3.S.1.PA.A

b. Identify differences between play-acting and real life. TH.3.S.1.PA.B

c. Select preferred familiar theatrical media. TH.3.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. Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production. TH.3.S.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Complete one or more components related to collaborative theatrical projects. TH.3.S.2.IN.A

   Supported

   a. Contribute to collaborative theatrical projects. TH.3.S.2.SU.A

   Participatory

   a. Explore tasks related to theatre. TH.3.S.2.PA.A

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

1. Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story. TH.3.S.3.1

   Use information gained from research to shape the creation of a character. TH.3.S.3.2

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3. Describe elements of dramatic performance that produce an emotional response in oneself or an audience. TH.3.S.3.3
4. Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions. TH.3.S.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Pretend to be someone or something else using basic acting skills. TH.3.S.3.IN.A
b. Create a character from a simple story using basic acting skills. TH.3.S.3.IN.B
c. Identify selected elements of dramatic performance that produce an emotional response in oneself or an audience. TH.3.S.3.IN.C
d. Identify props, costumes, and dialogue that support a story. TH.3.S.3.IN.D

Supported

a. Demonstrate a characteristic of someone or something else. TH.3.S.3.SU.A
b. Re-create a character from a simple story using basic acting skills. TH.3.S.3.SU.B
c. Recognize selected elements of dramatic performance that produce an emotional response in oneself or an audience. TH.3.S.3.SU.C
d. Recognize props, costumes, and dialogue that support a story. TH.3.S.3.SU.D

Participatory

a. Associate a part of someone or something with its whole. TH.3.S.3.PA.A
b. Respond to a character in a simple story. TH.3.S.3.PA.B
c. Associate a selected element of a dramatic performance with an emotional response. TH.3.S.3.PA.C
d. Respond to props or costumes that support a story. TH.3.S.3.PA.D

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. Describe how an actor creates a character. TH.3.O.1.1
2. Discuss why costumes and makeup are used in a play. TH.3.O.1.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify what an actor does in a performance. TH.3.O.1.IN.A

b. Identify costumes and makeup used in a play. TH.3.O.1.IN.B

Supported

a. Recognize what an actor does in a performance. TH.3.O.1.SU.A

b. Recognize costumes and makeup used in a play. TH.3.O.1.SU.B

Participatory

a. Attend to the action in a performance. TH.3.O.1.PA.A

b. Attend to costumes and makeup used in a play. TH.3.O.1.PA.B

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

1. Describe what happened in a play, using age-appropriate theatre terminology. TH.3.O.2.1
2. Collaborate to create a collage to show the emotion(s) of a particular story or play. TH.3.O.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sequence the beginning, middle, and end of a performance. TH.3.O.2.IN.A

b. Follow steps to create a collage to show an emotion in a particular story or play. TH.3.O.2.IN.B

Supported

a. Sequence the beginning and end of a performance. TH.3.O.2.SU.A

b. Contribute to the creation of a collage to show the emotion(s) of a particular story or play. TH.3.O.2.SU.B

Participatory

a. Recognize a major event in a performance. TH.3.O.2.PA.A

b. Identify items to include in the creation of a collage to show an emotion. TH.3.O.2.PA.B

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

1. Compare the characteristics of theatre to television and movies. TH.3.O.3.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities and differences between theatre and other art forms. TH.3.O.3.IN.A

Supported

a. Recognize a similarity and difference between theatre and other art forms. TH.3.O.3.SU.A

Participatory

a. Recognize a variety of art forms. TH.3.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. Understand how cultural differences are expressed through character, environment, and theme. TH.3.H.1.1
2. Interview an adult and create a story from his or her life using any theatrical form. TH.3.H.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the influence of culture on character and environment. TH.3.H.1.IN.A

b. Create a simple story based on an experience of self or other. TH.3.H.1.IN.B

Supported

a. Associate character and environment with selected cultures. TH.3.H.1.SU.A

b. Re-tell a simple story based on an experience of self or other. TH.3.H.1.SU.B

Participatory

a. Recognize different characters and environments. TH.3.H.1.PA.A

b. Contribute to the creation of a simple story based on an experience of self or other. TH.3.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 geographical or cultural origins of stories. TH.3.H.2.1
2. Create and tell a story, fable, or tale. TH.3.H.2.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the influence of culture on character and environment. TH.3.H.2.IN.A

b. Create a simple story based on an experience of self or other. TH.3.H.2.IN.B

Supported

a. Associate character and environment with selected cultures. TH.3.H.2.SU.A

b. Re-tell a simple story based on an experience of self or other. TH.3.H.2.SU.B

Participatory

a. Recognize different characters and environments. TH.3.H.2.PA.A

b. Contribute to the creation of a simple story based on an experience of self or other. TH.3.H.2.PA.B

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

1. Identify interpersonal skills that are learned through participation in a play. TH.3.H.3.1
2. Discuss differences between stories that are presented in different modes or time periods. TH.3.H.3.2
3. Plan and perform a simple performance based on a theme from another content area. TH.3.H.3.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify a skill necessary for cooperative activities. TH.3.H.3.IN.A

b. Identify a difference in a story when told in different modes. TH.3.H.3.IN.B

c. Create a simple story based on another content area. TH.3.H.3.IN.C

Supported

a. Recognize a skill necessary for cooperative activities. TH.3.H.3.SU.A

b. Recognize a difference in a story when told in different modes. TH.3.H.3.SU.B

c. Re-tell a simple story based on another content area. TH.3.H.3.SU.C

Participatory

a. Attend to skills necessary for cooperative interaction. TH.3.H.3.PA.A

b. Attend to a story told in different modes. TH.3.H.3.PA.B

c. Contribute to the creation of a simple story based on another content area. TH.3.H.3.PA.C

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reating, interpreting, and responding in the arts stimulate the imagination and ncourage innovation and creative risk-taking.

1. Create and/or collect appropriate props and costumes and use them to help tell a story. TH.3.F.1.1
2. Arrange classroom furniture to create an environment for a story. TH.3.F.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create, interpret, and respond to props and costumes that support a story. TH.3.F.1.IN.A

   Supported

   a. Create, interpret, or respond to props and costumes that support a story. TH.3.F.1.SU.A

   Participatory

   a. Explore a variety of props and costumes that support a story. TH.3.F.1.PA.A

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

1. Identify non-theatre professions that require the same skills as are used in theatre. TH.3.F.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Transfer a skill necessary for cooperative activities to another field. TH.3.F.2.IN.A

   Supported

   a. Associate a skill necessary for cooperative activities with another field. TH.3.F.2.SU.A

   Participatory

   a. Attend to skills necessary for cooperative interaction. TH.3.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. Participate in a collaborative project to create a theatrical performance and reflect on the experience. TH.3.F.3.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sequence two or more components related to individual or collaborative theatrical projects. TH.3.F.3.IN.A

Supported

a. Complete one or more components of individual or collaborative theatrical projects. TH.3.F.3.SU.A

Participatory

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