Florida Fine Arts

Theater: Grade 4

Adopted 2010

Critical Thinking and Reflection

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

1. Devise a story about an age-appropriate issue and explore different endings. TH.4.C.1.1
2. Describe choices made to create an original pantomime based on a fable, folk tale, or fairy tale. TH.4.C.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create or re-create a story about an age-appropriate social issue. TH.4.C.1.IN.A
   b. Create a character based on a fable, folk tale, or fairy tale. TH.4.C.1.IN.B

   Supported

   a. Contribute to the creation or re-creation of a story about an age-appropriate social issue. TH.4.C.1.SU.A
   b. Re-create a character based on a fable, folk tale, or fairy tale. TH.4.C.1.SU.B

   Participatory

   a. Associate with stories about age-appropriate social issues. TH.4.C.1.PA.A
   b. Associate a characteristic with a fable, folk tale, or fairy tale. TH.4.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. Provide a verbal critique to help strengthen a peer's performance. TH.4.C.2.1
2. Reflect on the strengths and needs of one's own performance. TH.4.C.2.2
3. Describe the choices perceived in a peer's performance or design. TH.4.C.2.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to describe the strengths and weaknesses of a theatrical performance. TH.4.C.2.IN.A

Supported

a. Use a selected criterion to describe the strength and weakness of a theatrical performance. TH.4.C.2.SU.A

Participatory

a. Recognize a strength of a theatrical performance. TH.4.C.2.PA.A

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

1. Identify the characteristics of an effective acting performance. TH.4.C.3.1
2. Create an original scene or monologue based on a historical event or person. TH.4.C.3.2
3. Define the elements of a selected scene that create an effective presentation of an event or person. TH.4.C.3.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify a characteristic of a believable acting performance. TH.4.C.3.IN.A
b. Create, interpret, and respond to props, costumes, and dialogue that support a story. TH.4.C.3.IN.B
c. Identify elements of a selected scene that support an effective presentation of an event or person. TH.4.C.3.IN.C

Supported

a. Recognize a characteristic of a believable acting performance. TH.4.C.3.SU.A
b. Create, interpret, or respond to props, costumes, and dialogue that support a story. TH.4.C.3.SU.B
c. Recognize elements of a selected scene that support an effective presentation of an event or person. TH.4.C.3.SU.C

Participatory

a. Recognize acting as "not real." TH.4.C.3.PA.A
b. Create, interpret, or respond to props or costumes that support a story. TH.4.C.3.PA.B
c. Recognize an element of a selected scene that supports an effective presentation of an event or person. TH.4.C.3.PA.C

Sk Skip to main content **ıe arts are inherently experiential and actively engage learners in the processes**
Pr ' creating, interpreting, and responding to art.

1. Exhibit proper audience etiquette, give constructive criticism, and defend personal responses. TH.4.S.1.1
2. Discuss the concept of "willing suspension of disbelief" used in theatre to help create the illusion of real life in performances. TH.4.S.1.2
3. Use theatre terms to evaluate a live performance and discuss the qualities that directly impacted the audience's response to the production. TH.4.S.1.3

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Respond to performances with proper audience etiquette. TH.4.S.1.IN.A

   Supported

   a. Imitate proper audience etiquette. TH.4.S.1.SU.A
   b. Discuss how a selected element supports artistic intent in a theatrical performance. TH.4.S.1.SU.B

   Participatory

   a. Recognize a characteristic of proper audience etiquette. TH.4.S.1.PA.A
   b. Respond to a selected element in a theatrical performance. TH.4.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 share responsibilities for a production. TH.4.S.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Cooperate with others in a theatrical production. TH.4.S.2.IN.A

   Supported

   a. Demonstrate sharing in a task related to a theatrical production. TH.4.S.2.SU.A

   Participatory

   a. Respond to others during a task related to a theatrical production. TH.4.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 re-tell a well-known fairy tale, fable, or story. TH.4.S.3.1
2. Use information gained from research to shape acting choices in a simple, historically based scene. TH.4.S.3.2
3. Describe elements of dramatic and technical performance that produce an emotional response in oneself or an audience. TH.4.S.3.3

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4. Manipulate the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create different environments for a classroom piece. TH.4.S.3.4

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Create or re-create a performance piece, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. TH.4.S.3.IN.A

   b. Create, interpret, and respond to props, costumes, and dialogue that support a story. TH.4.S.3.IN.B

   Supported

   a. Contribute to the creation or re-creation of a performance piece, using basic acting skills, to re-tell a well-known fairy tale, fable, or story. TH.4.S.3.SU.A

   b. Create, interpret, or respond to props, costumes, and dialogue that support a story. TH.4.S.3.SU.B

   Participatory

   a. Participate in a performance piece to re-tell a well-known fairy tale, fable, or story. TH.4.S.3.PA.A

   b. Create, interpret, or respond to props or costumes that support a story. TH.4.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. Describe what a designer and director do to support the actor in creating a performance. TH.4.O.1.1
2. Identify common audience conventions used when viewing a play. TH.4.O.1.2

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify what a director does as part of a performance. TH.4.O.1.IN.A

   b. Identify audience behavior required to attend a theatrical performance. TH.4.O.1.IN.B

   Supported

   a. Recognize what a director does in a performance. TH.4.O.1.SU.A

   b. Imitate an audience response to a theatrical production. TH.4.O.1.SU.B

   Participatory

   a. Recognize the role of the actor. TH.4.O.1.PA.A

   b. Attend to audience behaviors during theatrical performances. TH.4.O.1.PA.B

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

1. Write a summary of dramatic events after reading or watching a play. TH.4.O.2.1
2. Create a mask to show a comic or tragic character. TH.4.O.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Sequence the major events in a performance. TH.4.O.2.IN.A
b. Make a happy or sad face mask. TH.4.O.2.IN.B

Supported

a. Sequence the beginning, middle, and end of a performance. TH.4.O.2.SU.A
b. Describe happy and sad face masks. TH.4.O.2.SU.B

Participatory

a. Sequence the beginning and end of a performance. TH.4.O.2.PA.A
b. Identify a happy or a sad face mask. TH.4.O.2.PA.B

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

1. Explain how theatre and its conventions are used to communicate ideas. TH.4.O.3.1
2. Explore how theatre is used to understand different cultures. TH.4.O.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize how theatre is used to express ideas, information, and emotions. TH.4.O.3.IN.A

Supported

a. Recognize that theatre is used to express ideas, information, and emotions. TH.4.O.3.SU.A

Participatory

a. Respond to the informational or emotional intent of a performance. TH.4.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. Re-create a famous character from Florida history. TH.4.H.1.1
2. Define how a character might react to a new set of circumstances in a given story. TH.4.H.1.2
3. Identify playwrights whose lives or careers have a connection with Florida. TH.4.H.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify stories or performances that have a connection with Florida. TH.4.H.1.IN.A

Supported

a. Recognize Florida as the setting for stories or performances. TH.4.H.1.SU.A

Participatory

a. Recognize the setting for a story or performance. TH.4.H.1.PA.A

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

1. Discover how the same idea or theme is treated in a variety of cultural and historic periods. TH.4.H.2.1
2. Re-tell stories, fables, and/or tales from cultures that settled in Florida. TH.4.H.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify similarities and differences between the same story under different circumstances. TH.4.H.2.IN.A

Supported

a. Recognize similarities and differences between the same story under different circumstances. TH.4.H.2.SU.A

Participatory

a. Recognize a similarity or difference between the same story under different circumstances. TH.4.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. Describe how individuals learn about themselves and others through theatre experiences. TH.4.H.3.1
2. Compare a historical play with actual historical events. TH.4.H.3.2
3. Create an original story after listening to music or viewing a work of art. TH.4.H.3.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create a story based on an experience of self or other. TH.4.H.3.IN.A

b. Identify similarities and differences between a historical performance and actual historical facts. TH.4.H.3.IN.B

Supported

a. Re-tell a story based on an experience of self or other. TH.4.H.3.SU.A

b. Recognize similarities and differences between a historical performance and actual historical facts. TH.4.H.3.SU.B

Participatory

a. Contribute to the creation of a story based on an experience of self or other. TH.4.H.3.PA.A

b. Recognize a similarity or difference between a historical performance and actual historical facts. TH.4.H.3.PA.B

Innovation, Technology, and the Future

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

1. Create a character based on a historical figure and respond to questions, posed by the audience, about that character. TH.4.F.1.1
2. Create sound and lighting effects to suggest the mood of a story. TH.4.F.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create, re-create, and respond to props, costumes, and dialogue that support a story. TH.4.F.1.IN.A

Supported

a. Create, re-create, or respond to props, costumes, and dialogue that support a story. TH.4.F.1.SU.A

Participatory

a. Contribute to the creation or re-creation of a well-known story. TH.4.F.1.PA.A

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

1. Identify the types of jobs related to putting on a theatre production and compare them with other arts-related and non-arts performances or events. TH.4.F.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify two or more community opportunities in or related to theatre for employment or leisure. TH.4.F.2.IN.A

Supported

a. Identify two or more community opportunities to participate in activities related to theatre. TH.4.F.2.SU.A

Participatory

a. Associate theatre with leisure or recreation. TH.4.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 the leadership qualities of directors, actors, and/or technicians. TH.4.F.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify a personal quality that supports success in theatre and can be applied to other fields. TH.4.F.3.IN.A

Supported

a. Recognize a personal quality that supports success in theatre and can be applied to other fields. TH.4.F.3.SU.A

Participatory

a. Recognize a personal quality that supports success in life. TH.4.F.3.PA.A