Florida Fine Arts

Theater: Grade 5

Adopted 2010

Critical Thinking and Reflection

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

1. Devise an original performance piece based on an age-appropriate theme or social issue relevant to the school climate and explore different solutions and endings. TH.5.C.1.1
2. Create an original pantomime using instrumental music created or found to set the mood. TH.5.C.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create an original performance piece based on an age-appropriate theme or social issue relevant to the school climate. TH.5.C.1.IN.A

b. Create an original pantomime piece with a musical instrument. TH.5.C.1.IN.B

Supported

a. Contribute to the creation of an original performance piece based on an age-appropriate theme or social issue relevant to the school climate. TH.5.C.1.SU.A

b. Contribute to the creation of a pantomime piece with a musical instrument. TH.5.C.1.SU.B

Participatory

a. Participate in an original performance piece based on an age-appropriate theme or social issue relevant to the school climate. TH.5.C.1.PA.A

b. Participate in the creation of a pantomime piece with a musical instrument. TH.5.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. Change and strengthen one's own performance based on coaching from a director. TH.5.C.2.1
2. Write a self-critique of a performance. TH.5.C.2.2

Defend an artistic choice for a theatrical work. TH.5.C.2.3

Identify correct vocabulary used in a formal theatre critique. TH.5.C.2.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Change a performance after receiving a critique. TH.5.C.2.IN.A

b. Use defined criteria to refine personal theatrical performances. TH.5.C.2.IN.B

c. Use vocabulary appropriate for theatre production and review. TH.5.C.2.IN.C

Supported

a. Refine a simple performance using feedback from others. TH.5.C.2.SU.A

b. Use a selected criterion to refine personal theatrical performances. TH.5.C.2.SU.B

c. Use selected vocabulary appropriate for theatre production. TH.5.C.2.SU.C

Participatory

a. Change a simple performance according to adult feedback. TH.5.C.2.PA.A

b. Follow prompts to refine theatrical performances. TH.5.C.2.PA.B

c. Use selected vocabulary appropriate for theatre. TH.5.C.2.PA.C

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

1. Discuss alternate performance possibilities of the same character in the same play. TH.5.C.3.1
2. Use a photograph, sculpture, or two-dimensional work of art to inspire creation of an original scene or monologue. TH.5.C.3.2
3. Define the visual elements that must be conveyed dramatically to make a scene effective. TH.5.C.3.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the effect of an alternate performance possibility on the production. TH.5.C.3.IN.A

b. Create lines or actions for a monologue or scene. TH.5.C.3.IN.B

c. Identify elements necessary to portray artistic intent in a theatrical performance. TH.5.C.3.IN.C

Supported

a. Recognize that changing a production element changes the outcome. TH.5.C.3.SU.A

b. Re-create lines or actions from a monologue or scene. TH.5.C.3.SU.B

c. Recognize how selected elements support artistic intent in a theatrical performance. TH.5.C.3.SU.C

Participatory

a. Recognize change in a production. TH.5.C.3.PA.A

b. Contribute selected lines or actions to a monologue or scene. TH.5.C.3.PA.B

c. Recognize a selected element in a theatrical performance. TH.5.C.3.PA.C

Skills, Techniques, and Processes

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

1. Describe the difference in responsibilities between being an audience member at live or recorded performances. TH.5.S.1.1
2. Weigh the use of "fourth wall" and "willing suspension of disbelief" in effectively creating the illusion of real life in specified theatre performances. TH.5.S.1.2
3. Evaluate a performance, using theatre terminology, and articulate emotional responses to the whole and parts of dramatic performances. TH.5.S.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Describe proper audience etiquette for a variety of performances. TH.5.S.1.IN.A

b. Discuss how selected elements support artistic intent in a theatrical performance. TH.5.S.1.IN.B

c. Use vocabulary appropriate for theatre production and review. TH.5.S.1.IN.C

Supported

a. Identify proper audience etiquette. TH.5.S.1.SU.A

b. Discuss how a selected element supports artistic intent in a theatrical performance. TH.5.S.1.SU.B

c. Use selected vocabulary appropriate for theatre production. TH.5.S.1.SU.C

Participatory

a. Select a characteristic of proper audience etiquette. TH.5.S.1.PA.A

b. Identify selected elements in a theatrical performance. TH.5.S.1.PA.B

c. Use selected vocabulary appropriate for theatre. TH.5.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 create productions and solve challenges. TH.5.S.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify a method of collaboration in a theatrical production. TH.5.S.2.IN.A

   Supported

   a. Explore a method of collaboration in a theatrical production. TH.5.S.2.SU.A

   Participatory

   a. Imitate sharing in a task in a theatrical production. TH.5.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 an original story based on historical, literary, or everyday situations. TH.5.S.3.1
2. Use information gained from research to shape acting choices in the re-telling of a favorite scene from a well-known literary piece. TH.5.S.3.2
3. Use elements of dramatic and technical performance designed to produce an emotional response in an audience. TH.5.S.3.3

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4. Manipulate, based on research, the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions to create an environment. TH.5.S.3.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create an original performance piece, using basic acting skills, to tell a story. TH.5.S.3.IN.A

Supported

a. Contribute to the creation of an original performance piece, using basic acting skills, to tell a story. TH.5.S.3.SU.A

Participatory

a. Participate in an original performance piece to tell a story. TH.5.S.3.PA.A

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. Explain an actor's choices in the creation of a character for a scene or play. TH.5.O.1.1
2. Make a list of the types of props that might be found in a play. TH.5.O.1.2
3. Evaluate how an actor or designer's choices about a character affect the audience's understanding of a play. TH.5.O.1.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Use defined criteria to respond to an actor's choices about a character. TH.5.O.1.IN.A

b. Name props that might be found in a play. TH.5.O.1.IN.B

Supported

a. Use a selected criterion to respond to an actor's choices about a character. TH.5.O.1.SU.A

b. Identify props that might be found in a play. TH.5.O.1.SU.B

Participatory

a. Select preferred theatrical performances. TH.5.O.1.PA.A

b. Select a prop that might be found in a play. TH.5.O.1.PA.B

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

1. Create a story board of the major events in a play. TH.5.O.2.1
2. Make a list of types of props that might be found in a play. TH.5.O.2.2
3. Predict the ending of a play or performance. TH.5.O.2.3

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4. Collaborate with others to develop and refine original scripts, and justify writing choices. TH.5.O.2.4

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Contribute to the creation of a story board. TH.5.O.2.IN.A

b. Name props that might be found in a play. TH.5.O.2.IN.B

Supported

a. Identify the major events in a play for a story board. TH.5.O.2.SU.A

b. Identify props that might be found in a play. TH.5.O.2.SU.B

Participatory

a. Participate in the creation of a story board. TH.5.O.2.PA.A

b. Select a prop that might be found in a play. TH.5.O.2.PA.B

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

1. Describe a variety of theatrical methods and/or conventions that a group of individuals can use to communicate with audiences. TH.5.O.3.1
2. Explore how theatre can communicate universal truths across the boundaries of culture and language. TH.5.O.3.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify a method of collaboration in a theatrical production. TH.5.O.3.IN.A

b. Describe how theatre is used to express ideas, information, and emotions. TH.5.O.3.IN.B

Supported

a. Explore a method of collaboration in a theatrical production. TH.5.O.3.SU.A

b. Recognize how theatre is used to express ideas, information, and emotions. TH.5.O.3.SU.B

Participatory

a. Imitate sharing in a task in a theatrical production. TH.5.O.3.PA.A

b. Recognize theatre is used to express ideas, information, and emotions. TH.5.O.3.PA.B

Historical and Global Connections

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

1. Research and describe the context in which a specified playwright wrote a particular dramatic work. TH.5.H.1.1

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Participate in a performance to explore and celebrate a variety of human experiences. TH.5.H.1.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Contribute to a performance piece to share an experience. TH.5.H.1.IN.A

Supported

a. Contribute to a performance piece to tell a story. TH.5.H.1.SU.A

Participatory

a. Participate in a performance piece to tell a story. TH.5.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. Recognize theatre works as a reflection of societal beliefs and values. TH.5.H.2.1
2. Identify types of early American theatre. TH.5.H.2.2

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Connect culturally significant beliefs and values to the related theatrical period. TH.5.H.2.IN.A

Supported

a. Recognize cultural or historical influences on theatrical works. TH.5.H.2.SU.A

Participatory

a. Associate theatre with cultures or times. TH.5.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. Identify symbolism in a play that is found in other art forms. TH.5.H.3.1
2. Compare theatre to other modes of communication. TH.5.H.3.2
3. Demonstrate how the use of movement and sound enhance the telling of a story. TH.5.H.3.3
4. Act out a character learned about in another content area. TH.5.H.3.4

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Recognize the artistic intent of symbolic representations. TH.5.H.3.IN.A
b. Identify similarities and differences between theatre and other modes of communication. TH.5.H.3.IN.B
c. Demonstrate a variety of character qualities. TH.5.H.3.IN.C
d. Describe a character learned about in another content area. TH.5.H.3.IN.D

Supported

a. Recognize the artistic intent of a selected symbolic representation. TH.5.H.3.SU.A
b. Recognize similarities and differences between theatre and other modes of communication. TH.5.H.3.SU.B
c. Explore a variety of story characters. TH.5.H.3.SU.C
d. Identify a character learned about in another content area. TH.5.H.3.SU.D

Participatory

a. Recognize that a symbol can represent information. TH.5.H.3.PA.A
b. Recognize theatre as a mode of communication. TH.5.H.3.PA.B
c. Attend to a variety of story characters. TH.5.H.3.PA.C
d. Recognize a character learned about in another content area. TH.5.H.3.PA.D

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 literary figure and respond to questions, posed by the audience, using information inferred in the story. TH.5.F.1.1
2. Create a new ending for a familiar story. TH.5.F.1.2
3. Take creative risks through improvisation, using sensory skills to explore characters' feelings and environments. TH.5.F.1.3

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Create and sustain a character inspired by a class reading or activity. TH.5.F.1.IN.A

b. Suggest alternate story endings for a familiar story. TH.5.F.1.IN.B

c. Create, interpret, and respond to improvised props, costumes, and dialogue that revise a story. TH.5.F.1.IN.C

Supported

a. Create a character inspired by a class reading. TH.5.F.1.SU.A

b. Identify alternate story endings for a familiar story. TH.5.F.1.SU.B

c. Create, interpret, or respond to improvised props, costumes, and dialogue that revise a story. TH.5.F.1.SU.C

Participatory

a. Create a character from a story. TH.5.F.1.PA.A

b. Recognize the end in familiar story. TH.5.F.1.PA.B

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

1. Identify jobs in the community that are associated with or impacted by having a theater in the neighborhood. TH.5.F.2.1

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.5.F.2.IN.A

Supported

a. Recognize two or more community opportunities in or related to theatre for employment TH.5.F.2.SU.A

Participatory

a. Recognize a community opportunity in or related to theatre for employment or leisure. TH.5.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. Examine and discuss the characteristics displayed by directors, actors, and technicians that can be applied to jobs outside the theatre classroom. TH.5.F.3.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify personal qualities that support success in theatre and can be applied to other fields. TH.5.F.3.IN.A

Supported

a. Recognize selected personal qualities that support success in theatre and can be applied to other fields. TH.5.F.3.SU.A

Participatory

a. Recognize a personal quality that supports success in theatre and can be applied to other fields. TH.5.F.3.PA.A