

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**
3. Defend an artistic choice for a theatrical work. **TH.5.C.2.3**
4. Identify correct vocabulary used in a formal theatre critique. **TH.5.C.2.4**

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](#)

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**

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**

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](#)

4. Collaborate with others to develop and refine original scripts, and justify writing choices. **TH.5.0.2.4**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Contribute to the creation of a story board. **TH.5.0.2.IN.A**
- b. Name props that might be found in a play. **TH.5.0.2.IN.B**

Supported

- a. Identify the major events in a play for a story board. **TH.5.0.2.SU.A**
- b. Identify props that might be found in a play. **TH.5.0.2.SU.B**

Participatory

- a. Participate in the creation of a story board. **TH.5.0.2.PA.A**
- b. Select a prop that might be found in a play. **TH.5.0.2.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.5.0.3.1**
2. Explore how theatre can communicate universal truths across the boundaries of culture and language. **TH.5.0.3.2**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify a method of collaboration in a theatrical production. **TH.5.0.3.IN.A**
- b. Describe how theatre is used to express ideas, information, and emotions. **TH.5.0.3.IN.B**

Supported

- a. Explore a method of collaboration in a theatrical production. **TH.5.0.3.SU.A**
- b. Recognize how theatre is used to express ideas, information, and emotions. **TH.5.0.3.SU.B**

Participatory

- a. Imitate sharing in a task in a theatrical production. **TH.5.0.3.PA.A**
- b. Recognize theatre is used to express ideas, information, and emotions. **TH.5.0.3.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**
2. 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](#)

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

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](#)

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**