Florida Fine Arts

Theater: Grade K

Adopted 2010

Critical Thinking and Reflection

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

1. Create a story about an everyday event involving family members and/or pets using body movements, sounds, and imagination. TH.K.C.1.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Associate sounds and movements with story characters. TH.K.C.1.IN.A

   Supported

   a. Explore selected character sounds and movements. TH.K.C.1.SU.A

   Participatory

   a. Attend to selected character sounds and movements. TH.K.C.1.PA.A

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Respond to a performance and share personal preferences about parts of the performance. TH.K.C.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Respond to performances of familiar simple theatre in a variety of media. TH.K.C.2.IN.A

   Supported

   a. Explore different types of theatre performances and media. TH.K.C.2.SU.A

   Participatory

   a. Attend to a variety of theatre productions and media. TH.K.C.2.PA.A

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

1. Recognize that individuals may like different things about a selected story or play. TH.K.C.3.1

   Share reactions to a live theatre performance. TH.K.C.3.2

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify preferred theatre performances and media. TH.K.C.3.IN.A

Supported

a. Respond to simple theatre performances and media. TH.K.C.3.SU.A

Participatory

a. Attend to theatre performances of others. TH.K.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 appropriate audience behavior at a live performance. TH.K.S.1.1
2. Describe play-acting, pretending, and real life. TH.K.S.1.2
3. Describe personal preferences related to a performance. TH.K.S.1.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate an audience response to a theatrical production. TH.K.S.1.IN.A
b. Participate in playacting. TH.K.S.1.IN.B
c. Identify preferred theatre performances and media. TH.K.S.1.IN.C

Supported

a. Attend to audience behaviors during theatrical performances. TH.K.S.1.SU.A
b. Participate in play activities. TH.K.S.1.SU.B
c. Respond to simple theatre performances and media. TH.K.S.1.SU.C

Participatory

a. Attend to theatrical performances. TH.K.S.1.PA.A
b. Interact with others. TH.K.S.1.PA.B
c. Attend to theatre performances of others. TH.K.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. Pretend to be a character from a given story. TH.K.S.2.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Imitate movements and expressions of familiar story characters. TH.K.S.2.IN.A

Supported

a. Explore story dramatizations. TH.K.S.2.SU.A

Participatory

a. Attend to story dramatizations. TH.K.S.2.PA.A

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

1. Use imagination to show a person at work, using the body and voice to communicate ideas. TH.K.S.3.1
2. Describe the concept of beginning, middle, and ending in stories using dramatic play. TH.K.S.3.2
3. Demonstrate use of the stage space using dramatic play. TH.K.S.3.3

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore a variety of story characters. TH.K.S.3.IN.A

b. Imitate movements and expressions of familiar story characters. TH.K.S.3.IN.B

Supported

a. Explore a variety of story dramatizations. TH.K.S.3.SU.A

Participatory

a. Attend to a variety of stories. TH.K.S.3.PA.A

b. Attend to story dramatizations. TH.K.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. Share opinions about a story with classmates. TH.K.O.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Identify preferred performances. TH.K.O.1.IN.A

Supported

a. Respond to simple performances. TH.K.O.1.SU.A

Participatory

a. Attend to performances of others. TH.K.O.1.PA.A

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

1. Draw a picture of a favorite scene from a play. TH.K.O.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Describe a favorite scene from a story or performance. TH.K.O.2.IN.A

   Supported

   a. Recognize a representation of a story or performance. TH.K.O.2.SU.A

   Participatory

   a. Attend to a representation of a story or performance. TH.K.O.2.PA.A

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

1. Compare a story that is read to one that is acted out. TH.K.O.3.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Recognize a similarity between a performance and a story. TH.K.O.3.IN.A

   Supported

   a. Explore theatrical performances of stories. TH.K.O.3.SU.A

   Participatory

   a. Attend to the reading of stories. TH.K.O.3.PA.A

Historical and Global Connections

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

1. Identify how the elements of place and time can change a story. TH.K.H.2.1

   Access Point for Students with Significant Cognitive Disabilities

   Independent

   a. Identify changes in place and time in a story. TH.K.H.2.IN.A

   Supported

   a. Recognize place in a story. TH.K.H.2.SU.A

   Participatory

   a. Attend to setting in a story. TH.K.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.

Describe feelings related to watching a play. TH.K.H.3.1

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Access Point for Students with Significant Cognitive Disabilities

Independent

a. Express a personal feeling related to a performance. TH.K.H.3.IN.A

Supported

a. Recognize a personal feeling related to a performance. TH.K.H.3.SU.A

Participatory

a. Attend to performances. TH.K.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. Pretend to be an animal by imitating its movements and sounds. TH.K.F.1.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Explore a variety of characters. TH.K.F.1.IN.A

Supported

a. Attend to a variety of story characters. TH.K.F.1.SU.A

Participatory

a. Attend to story characters. TH.K.F.1.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. Exhibit age-appropriate dramatic play behaviors. TH.K.F.3.1

Access Point for Students with Significant Cognitive Disabilities

Independent

a. Demonstrate cooperative dramatic play behaviors. TH.K.F.3.IN.A

Supported

a. Contribute to cooperative dramatic play. TH.K.F.3.SU.A

Participatory

a. Attend to theatrical performances. TH.K.F.3.PA.A