Oklahoma Fine Arts

Drama/Theatre: Fourth Grade

Creating (CR)

1 Generate and conceptualize dramatic ideas and work. DT.CR.1

1 Use developmentally appropriate literature to conceptualize and sequence a unified piece of drama/theatre and demonstrate an understanding of plot, character, and main idea/theme. 4.DT.CR.1.1

2 Imagine and collaborate with peers to conceptualize technical elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, masks, costume pieces, etc., and describe, illustrate, and/or physically arrange playing spaces for drama/ theatre experiences. 4.DT.CR.1.2

3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, movements and using clear speaking, rate, fluency, expression, and appropriate vocabulary to impact the development of characters. Express ideas concerning character through a combination of drawing, writing, and/or discussion. 4.DT.CR.1.3

2 Organize, develop, and rehearse dramatic ideas and work. DT.CR.2

1 Create and communicate ideas, sequence events/plot, propose details and design elements, and develop words/dialogue and actions to gradually develop a completed story. 4.DT.CR.2.1

2 Demonstrate collaborative and interdisciplinary skills by cooperating with others to plan setting, technical elements, and other details for drama/theatre experience by engaging with peers, defining roles/responsibilities, and participating in group decision making. 4.DT.CR.2.2

3 Revise, refine, and complete dramatic work. DT.CR.3

1 Prepare a unified drama/ theatre work for presentation and convey meaning by using basic theatre vocabulary and demonstrating imagination, focus, concentration. 4.DT.CR.3.1

2 Use the body to create and refine a vivid character by manipulating energy, gestures, etc.; use voice to create and refine a vivid character by manipulating volume, pitch, etc.; justify character choices and identify similarities between characters and oneself in a drama/theatre experience. 4.DT.CR.3.2

3 Integrate technical elements to create an emotional impact or convey meaning by creating puppets, masks, and costume pieces to help define characters, creating scenery, props, sound effects, and multimedia supporting the story. 4.DT.CR.3.3

Pe

Skip to main content

elect, analyze, and interpret dramatic work for presentation. DT.PR.1

1 Demonstrate that there are multiple choices for every drama/theatre work and select supportable choices for story/plot, character, setting, design and technical elements (e.g., playing space, audience space, props, sound). 4.DT.PR.1.1

2 Develop and refine dramatic techniques and work for presentation. DT.PR.2

1 Assume roles in a variety of dramatic forms of drama/theatre work (e.g., dramatic play, guided drama, pantomime, tableau, puppetry) and manipulate the body and voice to create an emotional impact. 4.DT.PR.2.1

2 Propose the use of technical elements in a drama/theatre work to create the most effective emotional impact and to convey meaning. 4.DT.PR.2.2

3 Convey meaning through the presentation of a dramatic work. DT.PR.3

1 Present a non-exhibitional drama/theatre work with a defined purpose or intent. 4.DT.PR.3.1

Responding (RE)

1 Perceive and analyze dramatic work. DT.RE.1

1 Demonstrate audience skills of observing attentively, responding appropriately, identifying artistic choices made, and sharing personal responses in classroom dramatizations and developmentally appropriate theatrical performances. 4.DT.RE.1.1

2 Interpret intent and meaning in dramatic work. DT.RE.2

1 Compare and contrast characters and events and describe the similarities and differences between them in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed. 4.DT.RE.2.1

3 Apply criteria to evaluate dramatic work. DT.RE.3

1 Decide as a small group or as an individual what makes a successful performance by exploring the application of criteria for making informed evaluations and dramatic and theatrical choices in a drama/theatre work. 4.DT.RE.3.1

2 Ask questions about what is seen and heard as a result of the design and execution of technical elements (e.g., costumes, props, sets, sound effects, etc.) in a drama/theatre work. 4.DT.RE.3.2

3 Observe and discuss how characters' circumstances and choices impact audience members' perspectives and reactions in a drama/ theatre work. 4.DT.RE.3.3

Connecting (CN)

1 Synthesize and relate knowledge and personal experiences to drama/theatre. DT.CN.1

1 Identify similarities between story elements and personal experiences, peer experiences, and culture comparisons (e.g., Oklahoma culture compared with other cultures) in dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed. 4.DT.CN.1.1

Skip to main content

2 Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding. DT.CN.2

1 Create drama/theatre works by connecting artistic ideas to personal, societal, cultural, or historical contexts. 4.DT.CN.2.1

2 Analyze connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the Oklahoma American Indian Tribes. 4.DT.CN.2.2

---

3 Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding. DT.CN.3

1 Adapt grade-appropriate stories, texts, pictures, real people, or fictional characters, and research Oklahoma history and culture as sources for guided drama, devised drama, and theatrical works. 4.DT.CN.3.1