

Theater: Grades 5, 6

Adopted 2010

Artistic Processes –
Theater employs creative problem solving using tools, techniques, and technology in one or more disciplines in order to make the imagined tangible.

T1 (5-6)-1. Students show skill development in acting, directing, designing, and scriptwriting by... T1 (5-6)-1

- a. performing and exploring improvisational activities and describing complex ideas and universal themes in life and literature; and distinguishing between understanding of text, subtext, and context; writing and perform basic scenes or one-act plays that include a range of character types, monologue, dialogue, action, and setting
- b. determining the use of blocking and stage areas, levels, and actor's position, such as full front, quarter, profile, and full back in dramatizations
- c. using effective vocal expression, gesture, facial expression, timing, and language to create character in a comedic and dramatic situation; using sensory and emotional recall, and memorization skills to create a character
- d. designing or creating costumes, props, music, sets, makeup, or masks that support or enhance character in basic formal or informal performances

T1 (5-6)-2. Students solve artistic problems by... T1 (5-6)-2

- a. generating strategies, and choosing one that addresses identified challenge inherent in the story (e.g., "How do we create a boat for Treasure Island using our bodies?")

T1 (5-6)-3. Students make connections among the arts and other disciplines by... T1 (5-6)-3

- a. using body, voice, and imagination to demonstrate the analysis of concepts in nature or society (e.g., collaborate in small group to study, design, and perform a concept, such as Manifest Destiny)
- b. describing how the development of a character, writing a script, or designing a set integrates other art forms

Cultural Contexts –
Theater arts creatively expresses the values and ideas of human experience, community, and civilization.

T2 (5-6)-1. Students demonstrate knowledge and understanding of the role of Theater Arts in personal, cultural, and historical context by... T2 (5-6)-1

- a. describing and dramatizing two stories with a common theme from two historical periods or cultures (e.g., freedom, triumph over adversity)

- b. identifying specific cultural beliefs and traditions in the theater arts in at least two cultures and time periods
- c. analyzing ways in which theater, television, electronic media, and film influence their thinking in positive and negative ways
- d. selecting or creating appropriate props, sets, and costumes for a cultural celebration or pageant
- e. describing the roles of the arts and artists in society to interpret events and cultures, to innovate and take risks while solving problems
- f. describing a career opportunity and identifying the education required to be an artist

Communication – Theater communicates meaning and expression through the sharing of human experience using image, sound, movement, words, space, time and chronology.

T3 (5-6)-1. Students demonstrate the ability to communicate in the language of the Theater Arts by... T3 (5-6) -1

- a. selecting and applying performance and design techniques to convey a range of ideas, feelings, or meaning (e.g., a little sad to very sad; disappointed to crushed)

T3 (5-6)-2. Students demonstrate the ability to extract meaning from Theater by... T3 (5-6) -2

- a. analyzing major themes and characters and their symbolic representations (i.e., cultural references)
- b. identifying important techniques that support the story's meaning (e.g., set design)

Aesthetic Judgment – Applying knowledge and skills of Theater Arts in order to reflect on and evaluate the work of self and others.

T4 (5-6)-1. Students reflect upon, analyze and evaluate the work of self and others by... T4 (5-6) -1

- a. describing what is seen (e.g., setting, props, costumes, scenery) and heard (e.g., voice projection, diction, pace, and volume) in a performance or text and comparing that with things known (e.g., time period, place, cultural identification, etc.)
- b. interpreting character's objectives and motivations based on what is seen, heard, and known to explain character's behavior
- c. identifying technical elements of a theatrical production (e.g., sense memory, script, act, scene, beat, cue, monologue, dialogue, action/reaction, subtext, theme, mood, gesture, rehearsal, design, performance, director, production values, and stage crew)
- d. identifying the dramatic elements of plot (e.g., exposition, complication, crisis, climax, and resolution) in a script or performance