

# Theatre, Grade 1 (IMRA 26)

Subject: Fine Arts

Grade: 01

Expectations: 17

Breakouts: 31

## (a) Introduction.

1. The fine arts incorporate the study of dance, music, theatre, and the visual arts to offer unique experiences and empower students to explore realities, relationships, and ideas. These disciplines engage and motivate all students through active learning, critical thinking, and innovative problem solving. The fine arts develop cognitive functioning and increase student academic achievement, higher-order thinking, communication, and collaboration skills, making the fine arts applicable to college readiness, career opportunities, workplace environments, social skills, and everyday life. Students develop aesthetic and cultural awareness through exploration, leading to creative expression. Creativity, encouraged through the study of the fine arts, is essential to nurture and develop the whole child.
2. Four basic strands - Foundations: inquiry and understanding; creative expression; historical and cultural relevance; and critical evaluation and response--provide broad, unifying structures for organizing knowledge and skills students are expected to acquire. Through the foundations: inquiry and understanding strand, students develop a perception of self, human relationships, and the world using elements of drama and conventions of theatre. Through the creative expression strand, students communicate in a dramatic form, engage in artistic thinking, build positive self-concepts, relate interpersonally, and integrate knowledge with other content areas in a relevant manner. Through the historical and cultural relevance strand, students increase their understanding of heritage and traditions in theatre and the diversity of world cultures as expressed in theatre. Through the critical evaluation and response strand, students engage in inquiry and dialogue, accept constructive criticism, revise personal views to promote creative and critical thinking, and develop the ability to appreciate and evaluate live theatre.
3. Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

## (b) Knowledge and Skills Statements

- (1) Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre. The student is expected to:
  - (A) develop confidence and self-awareness through dramatic play
    - (i) develop confidence through dramatic play
    - (ii) develop self-awareness through dramatic play
  - (B) develop spatial awareness in dramatic play using expressive and rhythmic movement
    - (i) develop spatial awareness in dramatic play using expressive movement
    - (ii) develop spatial awareness in dramatic play using rhythmic movement
  - (C) imitate actions and sounds
    - (i) imitate actions

- (ii) imitate sounds
- (D) imitate and create animate and inanimate objects in dramatic play
  - (i) imitate animate objects in dramatic play
  - (ii) imitate inanimate objects in dramatic play
  - (iii) create animate objects in dramatic play
  - (iv) create inanimate objects in dramatic play
- (2) Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations. The student is expected to:
  - (A) demonstrate safe use of movement and voice
    - (i) demonstrate safe use of movement
    - (ii) demonstrate safe use of voice
  - (B) create roles through imitation
    - (i) create roles through imitation
  - (C) dramatize simple stories
    - (i) dramatize simple stories
  - (D) dramatize poems and songs
    - (i) dramatize poems
    - (ii) dramatize songs
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) discuss aspects of the environment for use in dramatic play such as location or climate
    - (i) discuss aspects of the environment for use in dramatic play
  - (B) adapt the environment for dramatic play using common objects such as tables or chairs
    - (i) adapt the environment for dramatic play using common objects
  - (C) rehearse dramatic play
    - (i) rehearse dramatic play
  - (D) cooperate with others in dramatic play
    - (i) cooperate with others in dramatic play
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - (A) imitate life experiences from school and community cultures in dramatic play
    - (i) imitate life experiences from school cultures in dramatic play
    - (ii) imitate life experiences from community cultures in dramatic play

- (B) explore diverse cultural and historical experiences through fables, myths, or fairytales in dramatic play
  - (i) explore diverse cultural experiences through fables, myths, or fairytales in dramatic play
  - (ii) explore diverse historical experiences through fables, myths, or fairytales in dramatic play
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) discuss, practice, and display appropriate audience behavior
    - (i) discuss appropriate audience behavior
    - (ii) practice appropriate audience behavior
    - (iii) display appropriate audience behavior
  - (B) discuss dramatic activities
    - (i) discuss dramatic activities
  - (C) discuss the use of music, creative movement, and visual components in dramatic play
    - (i) discuss the use of music in dramatic play
    - (ii) discuss the use of creative movement in dramatic play
    - (iii) discuss the use of visual components in dramatic play