

# Theatre, Grade 3 (IMRA 26)

Subject: Fine Arts

Grade: 03

Expectations: 18

Breakouts: 45

## (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) react to sensory and emotional experiences such as sight or sound and happiness or sadness through creative play
    - (i) react to sensory experiences through creative play
    - (ii) react to emotional experiences through creative play
  - (B) create playing space using expressive and rhythmic movement
    - (i) create playing space using expressive movement
    - (ii) create playing space using rhythmic movement
  - (C) respond to sounds, music, images, language, and literature using movement
    - (i) respond to sounds using movement

- (ii) respond to music using movement
  - (iii) respond to images using movement
  - (iv) respond to language using movement
  - (v) respond to literature using movement
- (D) reflect the environment, portray character, and demonstrate actions in classroom dramatizations
  - (i) reflect the environment in classroom dramatizations
  - (ii) portray character in classroom dramatizations
  - (iii) demonstrate actions in classroom dramatizations
- (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) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization
    - (i) participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization
  - (C) dramatize literary selections using shadow play or puppetry
    - (i) dramatize literary selections using shadow play or puppetry
  - (D) dramatize literary selections using pantomime and imitative dialogue
    - (i) dramatize literary selections using pantomime
    - (ii) dramatize literary selections using imitative dialogue
- (3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:
  - (A) identify technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme
    - (i) identify technical theatre elements that define character
    - (ii) identify technical theatre elements that define environment
    - (iii) identify technical theatre elements that define action
    - (iv) identify technical theatre elements that define theme
  - (B) use simple technical theatre elements such as props, costumes, sound, and visual elements that define character, environment, action, and theme
    - (i) use simple technical theatre elements that define character
    - (ii) use simple technical theatre elements that define environment

- (iii) use simple technical theatre elements that define action
  - (iv) use simple technical theatre elements that define theme
- (C) plan dramatic play
  - (i) plan dramatic play
- (D) cooperate and interact with others in dramatic play
  - (i) cooperate with others in dramatic play
  - (ii) interact with others in dramatic play
- (E) observe live or multimedia theatrical performances
  - (i) observe live or multimedia theatrical performances
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
  - (A) explore historical and diverse cultural influences from a variety of sources through dramatic activities
    - (i) explore historical influences from a variety of sources through dramatic activities
    - (ii) explore diverse cultural influences from a variety of sources through dramatic activities
  - (B) illustrate similarities and differences between life and theatre, television, and film through dramatic play
    - (i) illustrate similarities between life and theatre, television, and film through dramatic play
    - (ii) illustrate differences between life and theatre, television, and film through dramatic play
- (5) Critical evaluation and response. The student responds to and evaluates theatre and theatrical performances. The student is expected to:
  - (A) apply appropriate audience behavior consistently
    - (i) apply appropriate audience behavior consistently
  - (B) discuss and evaluate simple dramatic activities and performances
    - (i) discuss simple dramatic activities
    - (ii) discuss simple dramatic performances
    - (iii) evaluate simple dramatic activities
    - (iv) evaluate simple dramatic performances
  - (C) discuss the use of music, movement, and visual components in dramatic activities and performances
    - (i) discuss the use of music in dramatic activities
    - (ii) discuss the use of music in dramatic performances
    - (iii) discuss the use of movement in dramatic activities
    - (iv) discuss the use of movement in dramatic performances
    - (v) discuss the use of visual components in dramatic activities
    - (vi) discuss the use of visual components in dramatic performances