

Theatre, Grade 4 (IMRA 26)

Subject: Fine Arts

Grade: 04

Expectations: 22

Breakouts: 101

(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) integrate sensory and emotional responses in dramatic play
 - (i) integrate sensory responses in dramatic play
 - (ii) integrate emotional responses in dramatic play
 - (B) develop body awareness and spatial perception using rhythmic and expressive movement
 - (i) develop body awareness using rhythmic movement
 - (ii) develop body awareness using expressive movement
 - (iii) develop spatial perception using rhythmic movement
 - (iv) develop spatial perception using expressive movement

- (C) respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue
 - (i) respond to sound with voice
 - (ii) respond to sound with movement
 - (iii) respond to music with voice
 - (iv) respond to music with movement
 - (v) respond to images with voice
 - (vi) respond to images with movement
 - (vii) respond to language with voice
 - (viii) respond to language with movement
 - (ix) respond to literature with voice
 - (x) respond to literature with movement
 - (xi) participate in dramatic play using actions
 - (xii) participate in dramatic play using sounds
 - (xiii) participate in dramatic play using dialogue
- (D) express emotions and ideas using interpretive movements, sounds, and dialogue
 - (i) express emotions using interpretive movements
 - (ii) express emotions using sounds
 - (iii) express emotions using dialogue
 - (iv) express ideas using interpretive movements
 - (v) express ideas using sounds
 - (vi) express ideas using dialogue
- (E) imitate and synthesize life experiences in dramatic play
 - (i) imitate life experiences in dramatic play
 - (ii) synthesize life experiences in dramatic play
- (F) use common objects to represent the setting, enhance characterization, and clarify actions
 - (i) use common objects to represent the setting
 - (ii) use common objects to enhance characterization
 - (iii) use common objects to clarify actions
- (G) define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme
 - (i) define correct use of basic theatrical terms

- (ii) demonstrate correct use of basic theatrical terms

(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 the voice and body

- (i) demonstrate safe use of the voice
- (ii) demonstrate safe use of the body

(B) describe characters, their relationships, and their surroundings

- (i) describe characters
- (ii) describe [characters'] relationships
- (iii) describe [characters'] surroundings

(C) develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history

- (i) develop characters in short improvised scenes using imagination
- (ii) develop characters in short improvised scenes using personal experiences
- (iii) develop characters in short improvised scenes using heritage
- (iv) develop characters in short improvised scenes using literature
- (v) develop characters in short improvised scenes using history
- (vi) assume roles in short improvised scenes using imagination
- (vii) assume roles in short improvised scenes using personal experiences
- (viii) assume roles in short improvised scenes using heritage
- (ix) assume roles in short improvised scenes using literature
- (x) assume roles in short improvised scenes using history

(D) dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings

- (i) dramatize literary selections in unison, pairs, or groups demonstrating a logical connection of events
- (ii) dramatize literary selections in unison, pairs, or groups describing the characters
- (iii) dramatize literary selections in unison, pairs, or groups describing [the characters'] relationships.
- (iv) dramatize literary selections in unison, pairs, or groups describing [the characters'] surroundings

(E) create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings

- (i) create simple stories collaboratively through imaginative play demonstrating a logical connection of events
- (ii) create simple stories collaboratively through imaginative play describing the characters

- (iii) create simple stories collaboratively through imaginative play describing [the characters'] relationships
- (iv) create simple stories collaboratively through imaginative play describing [the characters'] surroundings
- (v) create simple stories collaboratively through improvisations demonstrating a logical connection of events
- (vi) create simple stories collaboratively through improvisations describing the characters
- (vii) create simple stories collaboratively through improvisations describing [the characters'] relationships
- (viii) create simple stories collaboratively through improvisations describing [the characters'] surroundings
- (ix) create simple stories collaboratively through story dramatizations demonstrating a logical connection of events
- (x) create simple stories collaboratively through story dramatizations describing the characters
- (xi) create simple stories collaboratively through story dramatizations describing [the characters'] relationships
- (xii) create simple stories collaboratively through story dramatizations describing [the characters'] surroundings

(3) Creative expression: production. The student applies design, directing, and theatre production concepts and skills. The student is expected to:

(A) describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme

- (i) describe the appropriate use of props that define character
- (ii) describe the appropriate use of props that define environment
- (iii) describe the appropriate use of props that define action
- (iv) describe the appropriate use of props that define theme
- (v) describe the appropriate use of costumes that define character
- (vi) describe the appropriate use of costumes that define environment
- (vii) describe the appropriate use of costumes that define action
- (viii) describe the appropriate use of costumes that define theme
- (ix) describe the appropriate use of sound that define[s] character
- (x) describe the appropriate use of sound that define[s] environment
- (xi) describe the appropriate use of sound that define[s] action
- (xii) describe the appropriate use of sound that define[s] theme
- (xiii) describe the appropriate use of visual elements that define character
- (xiv) describe the appropriate use of visual elements that define environment
- (xv) describe the appropriate use of visual elements that define action
- (xvi) describe the appropriate use of visual elements that define theme

- (B) alter space to create suitable performance environments for playmaking
 - (i) alter space to create suitable performance environments for playmaking
 - (C) plan brief dramatizations collaboratively
 - (i) plan brief dramatizations collaboratively
 - (D) interact cooperatively with others in brief dramatizations
 - (i) interact cooperatively with others in brief dramatizations
- (4) Historical and cultural relevance. The student relates theatre to history, society, and culture. The student is expected to:
- (A) explain theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas
 - (i) explain theatre as a reflection of life in particular times specific to Texas
 - (ii) explain theatre as a reflection of life in particular places specific to Texas
 - (iii) explain theatre as a reflection of life in particular cultures specific to Texas
 - (iv) explain theatre as a reflection of life in particular oral traditions specific to Texas
 - (B) identify the role of live theatre, film, television, and electronic media in American society
 - (i) identify the role of live theatre in American society
 - (ii) identify the role of film in American society
 - (iii) identify the role of television in American society
 - (iv) identify the role of electronic media in American society
 - (C) compare theatre artists and their contributions to theatre and society
 - (i) compare theatre artists
 - (ii) compare [theatre artists'] contributions to theatre
 - (iii) compare [theatre artists'] contributions to society
- (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 at formal and informal performances
 - (i) apply appropriate audience behavior at formal performances
 - (ii) apply appropriate audience behavior at informal performances
 - (B) compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre
 - (i) compare visual aspects of informal playmaking with formal theatre
 - (ii) compare aural aspects of informal playmaking with formal theatre
 - (iii) compare oral aspects of informal playmaking with formal theatre
 - (iv) compare kinetic aspects of informal playmaking with formal theatre
 - (C) discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre

- (i) discuss how movement, music, or visual elements enhance ideas depicted in theatre
- (ii) discuss how movement, music, or visual elements enhance emotions depicted in theatre