

Theatre, Grade 5 (IMRA 26)

Subject: Fine Arts

Grade: 05

Expectations: 22

Breakouts: 83

(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 characterization using sensory and emotional recall
 - (i) develop characterization using sensory recall
 - (ii) develop characterization using emotional recall
 - (B) develop body awareness and spatial perceptions using pantomime
 - (i) develop body awareness using pantomime
 - (ii) develop spatial perception using pantomime
 - (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) express emotions and relate ideas using interpretive and planned movement and dialogue

- (i) express emotions using interpretive movement
- (ii) express emotions using planned movement
- (iii) express emotions using dialogue
- (iv) relate ideas using interpretive movement
- (v) relate ideas using planned movement
- (vi) relate ideas using dialogue

(E) integrate life experiences in dramatic play

- (i) integrate life experiences in dramatic play

(F) portray environment, character, and actions

- (i) portray environment
- (ii) portray character
- (iii) portray actions

(G) demonstrate correct use of basic theatrical terminology

- (i) demonstrate correct use of basic theatrical terminology

(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 in detail

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

(C) create movements and portray a character using dialogue appropriately

- (i) create movements using dialogue appropriately
- (ii) portray a character using dialogue appropriately

- (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 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 improvisations, demonstrating a logical connection of events
 - (iii) create simple stories collaboratively through story dramatizations demonstrating a logical connection of events
 - (iv) create simple stories collaboratively through imaginative play, describing the characters
 - (v) create simple stories collaboratively through imaginative play describing [the characters'] relationships
 - (vi) create simple stories collaboratively through imaginative play describing [the characters'] surroundings
 - (vii) create simple stories collaboratively through improvisations describing the characters
 - (viii) create simple stories collaboratively through improvisations describing [the characters'] relationships
 - (ix) create simple stories collaboratively through improvisation describing [the characters'] surroundings
 - (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) demonstrate character, environment, action, and theme using props, costumes, and visual elements
 - (i) demonstrate character using props
 - (ii) demonstrate character using costumes
 - (iii) demonstrate character using visual elements
 - (iv) demonstrate environment using props
 - (v) demonstrate environment using costumes
 - (vi) demonstrate environment using visual elements
 - (vii) demonstrate action using props

- (viii) demonstrate action using costumes
 - (ix) demonstrate action using visual elements
 - (x) demonstrate theme using props
 - (xi) demonstrate theme using costumes
 - (xii) demonstrate theme using visual elements
 - (B) alter space appropriately to create suitable performance environments for playmaking
 - (i) alter space appropriately to create suitable performance environments for playmaking
 - (C) plan dramatizations collaboratively
 - (i) plan dramatizations collaboratively
 - (D) interact cooperatively with others in dramatizations
 - (i) interact cooperatively with others in 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 American history
 - (i) explain theatre as a reflection of life in particular times specific to American history
 - (ii) explain theatre as a reflection of life in particular places specific to American history
 - (iii) explain theatre as a reflection of life in particular cultures specific to American history
 - (iv) explain theatre as a reflection of life in particular oral traditions specific to American history
 - (B) examine the role of live theatre, film, television, or electronic media throughout American history
 - (i) examine the role of live theatre, film, television, or electronic media throughout American history
 - (C) analyze and compare theatre artists and their contributions to theatre and society
 - (i) analyze theatre artists
 - (ii) analyze [theatre artists'] contributions to theatre
 - (iii) analyze [theatre artists'] contributions to society
 - (iv) compare theatre artists
 - (v) compare [theatre artists'] contributions to theatre
 - (vi) 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) analyze and apply appropriate audience behavior at a variety of performances
 - (i) analyze appropriate audience behavior at a variety of performances
 - (ii) apply appropriate audience behavior at a variety of performances

- (B) compare visual, aural, oral, and kinetic aspects of informal and formal theatre with the elements of art, dance, or music
 - (i) compare visual aspects of informal theatre with the elements of art, dance, or music
 - (ii) compare visual aspects of formal theatre with the elements of art, dance, or music
 - (iii) compare aural aspects of informal theatre with the elements of art, dance, or music
 - (iv) compare aural aspects of formal theatre with the elements of art, dance, or music
 - (v) compare oral aspects of informal theatre with the elements of art, dance, or music
 - (vi) compare oral aspects of formal theatre with the elements of art, dance, or music
 - (vii) compare kinetic aspects of informal theatre with the elements of art, dance, or music
 - (viii) compare kinetic aspects of formal theatre with the elements of art, dance, or music
- (C) identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre
 - (i) identify how movement, music, or visual elements enhance ideas depicted in theatre
 - (ii) identify how movement, music, or visual elements enhance emotions depicted in theatre
 - (iii) discuss how movement, music, or visual elements enhance ideas depicted in theatre
 - (iv) discuss how movement, music, or visual elements enhance emotions depicted in theatre