

# **THEATRE**

## **Grade 4**

### **Standard 1.0 Script Writing**

Students will write scripts through planning and recoding improvisation based on personal experience and heritage, imagination, literature and history.

#### **Learning Expectations**

The student will

- 1.1 Explore the principles of scene writing.
- 1.2 Participate in script writing by exploring the development and resolution of dramatic problems.
- 1.3 Use personal situations in the creation of scripted scenes.
- 1.4 Express meaning and character through dialogue.

#### **Performance Indicators: Evidence Standard is Met**

The student is able to

##### **Level 1**

- Collaborate and develop plots.
- Outline events to create plots.
- Develop a character based on observations.
- Improvise a dialogue which expresses a prescribed emotion of a character.

##### **Level 2**

- Collaborate and outline plots.
- Improvise characters within given parameters.
- Write a character sketch.
- Describe characters through the development of dialogue.

##### **Level 3**

- Collaborate and write original dialogue.
- Improvise a variety of characters.
- Write scenes with a beginning, middle, and end.
- Write dialogue to reveal characters.

#### **Sample Performance Task**

Students will sit in a circle with a variety of props (chalk, hairbrush, keys, paintbrush, etc.) in the middle of the circle. Have students select an object from the pile. Ask the student to examine the object closely – feel it, smell it, hold it up to the light, etc. Ask the

students to think about an emotional response the object might bring to mind. Have the student think about the object's history – where did it come from, how old is it, was it made, if so, how? Following a discussion of all of these, have the students write a short (one page if possible) story about the object. Allow time to write. As students write, they should reflect on personal experiences with the object. Stories should be written in first person as if the students were the actual object. Stories will be presented to the class in the form of a monologue. Monologues should be clear enough for students to recognize the object being depicted.

Assessment: Teacher should observe monologue for inclusion of things from class discussion about the object. Students should remain in character throughout the reading of the monologue.

LE 1.3

### **Integration/Linkages**

Language Arts, Social Studies, Problem Solving Skills, Develop Creativity, Creative Writing

### **Standard 2.0 Character Acting**

Students will develop basic acting skills by portraying characters in improvised and scripted scenes.

### **Learning Expectations**

The student will

- 2.1 Apply sensory and emotional experiences to create a character.
- 2.2 Use imagination to form and express thought, feeling and character.
- 2.3 Develop characters to solve dramatic problems in individual and group settings.
- 2.4 Experiment with improvisational skills and techniques in creating a character.
- 2.5 Develop movement to express thought, feeling and characterization.
- 2.6 Utilize the voice to express thought, feeling and characterization.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

Level 1

- Create a character utilizing emotional recall.
- Use imagination to improvise feelings.
- Explore given dramatic problems through character study individually and in group settings.
- Explore improvisational skills in creating a character.

- Utilize movement to express feeling in theatre exercises and improvised scenes.
- Utilize vocal techniques to express feeling in theatre exercises and improvised scenes.

#### Level 2

- Create a character utilizing sensory and emotional recall.
- Use imagination to improvise feelings and character.
- Explore dramatic problems through characterizations individually and in group settings.
- Demonstrate improvisational skills in creating a character.
- Utilize movement to express feeling and character in theatre exercises and improvised scenes.
- Utilize vocal techniques to express feeling and character in theatre exercises and improvised scenes.

#### Level 3

- Create characterization through observation.
- Use imagination to improvise thoughts, feelings and character.
- Create resolutions to dramatic problems through characterizations individually and in group settings.
- Apply improvisational skills in creating a character.
- Utilize movement to express thought, feeling, and character in theatre exercises and improvised scenes.
- Utilize vocal techniques to express thought, feeling, and character in theatre exercises and improvised scenes.

### **Sample Performance Task**

This lesson is called “What Happened Next Fairy Tales” and could tie in easily with creative writing. The teacher will divide students into small groups and assign each group a familiar fairy tale. Students will explore the characters in their tales by improvising the action of the original stories. Then, the students will plan and improvise scenes depicting “what happened next” to the characters in their fairy tales. For some students, the teacher may need to give the group a dramatic problem to solve (i.e. What happened to Goldilocks after she got home from the three bears’ house?). Other students will be able to come up with scenarios on their own.

Assessment: The students will present their scenes to the rest of the class, and the teacher will observe to see if the students build on their original characters as they improvise new action.

LE 2.3

### **Integration/Linkages**

Language Arts, Dance, Music, Problem Solving Skills, Social Studies, Science, Visual Art

### **Standard 3.0 Scene Design**

Students will design by developing environments for improvised and scripted scenes.

#### **Learning Expectations**

The student will

- 3.1 Examine the functions of various technical elements such as visual elements and aural qualities.
- 3.2 Recognize design elements needed for improvised and scripted scenes.
- 3.3 Select and demonstrate safe use of appropriate costumes, properties and scenery for improvised and scripted scenes.

#### **Performance Indicators: Evidence Standard is Met**

The student is able to

##### **Level 1**

- Explore visual elements and aural qualities as part of the technical design.
- Discuss selected design elements in improvised and scripted scenes.
- Discuss safe use of appropriate costumes, properties and scenery for improvised and scripted scenes.

##### **Level 2**

- Apply specific visual elements as part of the technical design.
- Identify design elements for improvised and scripted scenes.
- Examine and demonstrate safety procedures for design elements.

##### **Level 3**

- Apply visual elements and specific aural qualities as part of the technical design.
- Select design elements for improvised and scripted scenes.
- Develop and demonstrate a plan of safety procedures for design elements in improvised or scripted scenes.

#### **Sample Performance Task**

Working in collaborative groups, students will create a design for a selected scene from the reading text.

Assessment: Assessment is based on knowledge of design elements and attention to detail.

LE 3.1 and 3.2

## **Integration/Linkages**

Language Arts, Visual Art, Music, Health and Wellness

## **Standard 4.0 Directing**

Students will direct by planning classroom dramatizations.

## **Learning Expectations**

The student will

- 4.1 Examine the responsibilities of the director.
- 4.2 Develop leadership and collaborative skills by planning classroom dramatizations.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### **Level 1**

- Identify the responsibilities of the director.
- Explore leadership and collaborative skills needed for directing by planning a specified classroom dramatization.

### **Level 2**

- Examine the various responsibilities of the director.
- Identify and utilize the leadership and collaborative skills needed for planning classroom dramatizations.

### **Level 3**

- Examine and discuss the various responsibilities of the director.
- Utilize leadership and collaborative skills to direct an improvised scene.

## **Sample Performance Task**

Students will brainstorm the various responsibilities of a director and list the leadership skills needed to be effective.

Assessment: Teacher will evaluate the responses and guide classroom discussion.  
LE 4.1

## **Integration/Linkages**

Critical Thinking Skills, Communication Skills, Problem Solving Skills, Cooperative Learning

## **Standard 5.0 Research**

Students will research by using cultural and historical information to support improvised and scripted scenes.

## **Learning Expectations**

The student will

- 5.1 Discover the contributions of people in a multi-cultural society for use in improvised and scripted scenes.
- 5.2 Examine improvised or scripted scenes through the appropriate historical context.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### **Level 1**

- Explore the contributions of people in a multi-cultural society and how this information can be represented in improvised scenes.
- Explore historical information and how it can be presented in improvised scenes.

### **Level 2**

- Identify and discuss the contributions of a multi-cultural society and how this information can be represented in improvised and scripted scenes.
- Identify and discuss historical information and how it can be presented in improvised and scripted scenes.

### **Level 3**

- Research and identify individual contributions of people to society and use in improvised scenes.
- Research and identify historical information for use in improvised scenes.

## **Sample Performance Task**

This lesson ties in with a unit on Native Americans. Students will research the Native American tradition of the talking stick. They will also find and share examples of stories from Native American culture that were used to explain natural phenomena. (An example of this type of story is “How the Robin’s Breast Became Red” by Flora J. Cooke which

can be found as part of another lesson in the two volume set of books by Barbara Salisbury Wills, *Theatre Arts in the Elementary Classroom*, 2nd edition.) After students understand how the talking stick was used and have heard several examples of stories that attempt to explain things in nature, the teacher will divide the students into small groups. Each group will be given an object to represent the talking stick. (This could be as simple as a magic marker; or students could make talking sticks as a related art project.) The teacher will then give each group a natural phenomenon to explain with an original story (i.e. “Why the Sky is Blue”). The teacher might even give a phrase to start the story such as “In the days before the world was born . . . .” Students will then pass the talking stick around the group, each student adding to the story as the stick is passed to him/her. The teacher may want to specify the number of times each student adds to the story in order to keep it from getting too long.

Assessment: After the groups have created their stories, the students will plan, practice, and perform dramatizations of their stories for each other.

LE 5.1

### **Integration/Linkages**

Language Arts, Problem Solving Skills, Social Studies, Library Skills

## **Standard 6.0 Theatrical Presentation**

Students will compare and incorporate art forms by analyzing methods of presentation and audience response for theatre, dramatic media (such as film, television, and electronic media), and other art forms.

### **Learning Expectations**

The student will

- 6.1 Explore other art forms as they contrast and/or relate to theatre.
- 6.2 Explore dramatic media as a forum for the syntheses of all of the arts.
- 6.3 Integrate other art forms into the creation of dramatic projects.
- 6.4 Understand the role of the audience and demonstrate appropriate audience etiquette.

### **Performance Indicators: Evidence Standard is Met**

The student is able to

Level 1

- Explore selected elements of music, dance and visual art as used in theatre.
- Recognize selected elements of other art forms used in theatre.

- Discuss the integration of selected elements of other art forms used in theatre.
- Demonstrate appropriate audience etiquette.

#### Level 2

- Explore music, dance and visual art as used in theatre.
- Recognize other art forms used in theatre.
- Plan integration of selected elements of other art forms in a dramatic project.
- Evaluate appropriate audience etiquette.

#### Level 3

- Contrast and/or relate other art forms to theatre.
- Demonstrate selected elements of other art forms used in theatre.
- Employ integration of selected elements of other art forms in dramatic projects.
- Relate appropriate audience etiquette to others.

### **Sample Performance Task**

Begin the activity with a review of the story elements of character, plot, timeframe, setting and conflict used in drama. Students should have a good understanding of these elements. Select a popular painting that depicts conflict (Art teacher will have good suggestions). Have students create a tableau (frozen picture) depicting the painting. Discuss with students what could have happened before this scene and what will happen in the next scene. Students then create a tableau for each of the three scenes.

Assessment: Through discussion, students will discover ways in which visual images, story and other elements are used in both theatre and art.

LE 6.1

### **Integration/Linkages**

Music, Visual Art, Dance, Language Arts, Social Skills, Analytical Skills, Synthesis

### **Standard 7.0 Scene Comprehension**

Students will analyze, evaluate and construct meanings from improvised and scripted scenes and from theatre, film, television, and electronic media productions.

### **Learning Expectations**

The student will

- 7.1 Respond to selected theatrical experiences.
- 7.2 Examine creative drama and formal theatre, film and multimedia productions.



## **Performance Indicators: Evidence Standard is Met**

The student is able to

### **Level 1**

- Observe selected theatrical activities/productions.
- Discuss selected elements of creative drama and formal theatre, film and multimedia productions.

### **Level 2**

- Report on selected theatrical experiences.
- Investigate creative drama and formal theatre, film and multimedia productions.

### **Level 3**

- Discuss a variety of informal and formal theatre, film, television and electronic media productions.
- Evaluate creative drama and formal theatre, film and multimedia productions.

## **Sample Performance Task**

This lesson can tie in with a study of persuasive writing. The teacher will show students the 1968 film version of the musical *Oliver!* After viewing the film, students will discuss important choices the characters have to make in the story and how those choices affect the way the plot unfolds.

Assessment: Each student will write a letter to a character from *Oliver!* In the letter, the student must identify a major decision that the character must make in the story, then argue for or against that character's choice. The student must include at least 3 details from the film to support his/her position. Sample letter topics include the following: Write a letter to Oliver telling him why he should or should not join Fagin's band of pickpockets. Write a letter to Nancy telling her why she should or should not leave Bill. Write a letter to Fagin telling him why he should or should not leave behind his life of crime.

LE 7.2

## **Integration/Linkages**

Language Arts, Music, Visual Art, Dance, Critical Thinking Skills, Communication Skills

## **Standard 8.0 Context**

Students will understand context by analyzing the role of theatre, film, television and electronic media in the community and in other cultures.

## **Learning Expectations**

The student will

- 8.1 Explain how elements of various cultures are reflected in theatre, film, television and electronic media.
- 8.2 Understand the influence of theatre, film, television and electronic media on society.

## **Performance Indicators: Evidence Standard is Met**

The student is able to

### **Level 1**

- Discuss how theatre, film, television and electronic media reflect elements of various cultures.
- Recognize the influence of theatre, film, television and electronic media on a community and/or society.

### **Level 2**

- Identify how theatre, film, television and electronic media reflect elements of various cultures.
- Identify the influence of theatre, film, television and electronic media on a community and/or society.

### **Level 3**

- Relate how theatre, film, television and electronic media reflect elements of various cultures.
- Relate the influence of theatre, film, television and electronic media on a community and/or society.

## **Sample Performance Task**

Students will watch an episode of “*Hee Haw*” and brainstorm and discuss how the show might influence the attitudes, beliefs and stereotypes of southerners to those who do not live in the south.

Assessment: Teacher will evaluate the responses and guide classroom discussion.

LE 8.2

## **Integration/Linkages**

Language Arts, Social Studies, Communication Skills, Social Skills, Critical Thinking Skills