



# Theatre

## Grade Five

### 1.0 ARTISTIC PERCEPTION

#### **Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre**

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *sense memory*, *script*, *cue*, *monologue*, *dialogue*, *protagonist*, and *antagonist*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.

### 2.0 CREATIVE EXPRESSION

#### **Creating, Performing, and Participating in Theatre**

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
- 2.2 Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.

##### *Creation/Invention in Theatre*

- 2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.
- 3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

##### *History of Theatre*

- 3.3 Analyze ways in which theatre, television, and film play a part in our daily lives.
- 3.4 Identify types of early American theatre, such as melodrama and musical theatre.

### 4.0 AESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Describe devices actors use to convey meaning or intent in commercials on television.

## 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

### **Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers**

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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#### *Connections and Applications*

- 5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.

#### *Careers and Career-Related Skills*

- 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.