

Mackay Elementary School



Grade Level: 4th – 5th Grade

Subject: Theatre

Date: August 2011

Contact information: Elementary Teachers

Grades: 4 - 5

Phone: 208-588-2834

SUBJECT INFORMATION

Theatre is one of the Humanities. The elementary theatre standards are presented in three components. Historical and Cultural Contexts, Critical Thinking, and Performance. Within the Historical and Cultural Contexts students will identify the historical and cultural contexts of theatre. They are to identify the interrelationships among the visual and performing arts disciplines. Within the standard of Critical Thinking students will conduct analysis of theatre, and exercise sound reasoning in understanding and making choices about theatre. In the Performance standard students will utilize concepts essential to theatre, and communicate through theatre – applying artistic concepts, knowledge, and skills. Students will also communicate through theatre with creative expression.

COMMON CORE / STATE CONTENT STANDARDS/ VOCABULARY

STATE CONTENT STANDARDS

By the end of Grade 5, students will be able to:

- Translate a specific historical event into a dramatic presentation.
- Create stage props and scenery that convey historical accuracy in a dramatic reenactment.
- Create dialogue involving historical figures.
- Identify the value of theatre as a means of reflecting history and culture.
- Analyze the ways a live performance is enhanced by the integration of visual art, music, and dance.
- Utilize multiple art forms to communicate effectively.
- Develop and use theatre vocabulary.
- Compare and contrast film, television, and theatre as distinct genres.
- Examine theatre as a means to communicate meaning.
- Justify reasons for personal preference concerning a dramatic performance.
- Identify and describe the character, plot, and setting in classroom dramatizations and/or formal productions.

- Analyze how facial expression and body language reveal meaning.
- Evaluate one's own performance of a scene and the performances of others.
- Identify how theatre reveals universal themes.
- Explain the importance of theatre in our society.
- Improvise dialogue to tell stories and convey information.
- Vary movements, vocal pitch, tempo, and tone for different characters.
- Create characters, environments, and situations for dramatization.
- Use appropriate improvised or scripted dialogue in a scene.
- Demonstrate basic stage movement.
- Create scenery, properties, lighting, sound, costumes, and makeup for a dramatic production.
- Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- Show respect for personal work and works of others.
- Create characters and plots from a variety of sources.
- Create a short dramatic scene from narrative literature.
- Improvise scenes collaboratively, based on relationships and social situations.

INSTRUCTIONAL MATERIALS

Harcourt School Publishers – Storytown reading series © 2008. Our adopted reading series contains plays and Reader's Theatre throughout the books. Up to six plays are within each grade level's textbook. Supplemental Reader's Theater performances or forms of choral reading may be incorporated as well. Students may act out fairy tales, fables, traditional children's stories, or historical events being studied.

UNITS WITH INSTRUCTIONAL DATES

Dates of plays and Reader's Theatres will vary with each classroom and grade. They will be practiced and performed throughout each school year.

ASSESSMENTS / TESTS

Participation and improvement while practicing and performing theatre within the classroom will be evaluated by individual teachers.

GRADING PROCEDURES

Participation and improvement while practicing and performing theatre within the classroom will be evaluated by individual teachers. Grading is most often for appropriate participation.

CLASS RULES

Students are expected to arrive prepared for class each day. They are to attend to lessons, participate in theatre practices and performances. Students will listen and interact appropriately when an audience member of performing classmates. Students are to treat others with respect and kindness, work quietly, ask questions and work cooperatively.

MISCELLANEOUS

** Syllabus is open for review and changes. **

	GRADING PROCEDURES	
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Core/Content Standards

	CLASS RULES	
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	MISCELLANEOUS	
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Core/Content Standards