

Mackay Elementary School



Grade Level: Kindergarten - 3rd Grade

Subject: Theatre

Date: August 2011

Contact information: Elementary Teachers

Grades: K – 3

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 3, students will be able to:

- Identify a dramatic presentation as belonging to the past or present.
- Identify elements of theatre in everyday life, such as relationships (characters), clothes (clothes), locations (setting), and plot (story).
- Identify and discuss cultural traditions in stories, songs, fairy tales, fables, and nursery rhymes.
- Dramatize how theatre is enhanced by dance, visual art, and music.
- Compare a written (oral) story with a dramatic performance of that same story.
- Use theatre vocabulary to discuss a dramatic performance.
- Identify and describe the character, plot, and setting in stories.
- Use drama as a form of communication.
- Identify the beginning, middle and ending of dramatic performances.
- Verbalize the preferences for various types of drama.
- Express preferences for various aspects of a dramatic performance.

- Explain the importance of theatre in one's own life.
- Create character, environments, and situations for dramatization.
- Vary movement, vocal pitch, tempo, and tone for different characters.
- Use dialogue to tell stories.
- Interact in imaginary situations.
- Choose scenery, props, costumes, and makeup for a production.
- Demonstrate appropriate behavior while attending and/or participating in theatrical events.
- Show respect for personal work and work of others.
- Create spontaneous dialogue to express or create characters in a scene.
- Create and present original or fictional stories.
- Assume roles based on personal experiences, imagination, and reading.

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 and forms of choral reading may be incorporated as well. Students may act out fairy tales, fables or traditional children's stories.

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