

QUEEN OF ANGELS CATHOLIC SCHOOL THEATRE ARTS CURRICULUM

INSTRUCTIONAL GROUPS GRADE 1/2

First and Second Grade Essential Elements:

- **Creative Movement and Creative Drama (Expressive Use of Body and Voice)**
- **Aesthetic Growth through appreciation of theatrical events.**

PA Standard 9.1 - Production, Performance, and Exhibition

The goals for this area focus primarily on the manipulative skills and conceptual understanding to be achieved by learners in order to produce, perform and exhibit their own works in the Dramatic Arts.

Standard Objectives A, C, D, E, G, H, I, J

- A. To develop of design skills by using design elements and principles in age developmentally appropriate manner to create personal artworks.**
- C. To begin using vocabulary related to production and exhibition of works of art: (Character, Scenery/Setting, Plot).**

Suggested Activities:

- After reading or acting out a story in class, have students draw a picture showing where (setting/scenery) the story took place, who (characters) the story was about, and, if applicable, when (usually day, night or season) the story took place.
- Have students choose costume, prop and scenery pieces that best show who their character is and where their story takes place.
- Set Design - Divide class into small groups give each group a short story or song (i.e. *Old MacDonald, School Days, Five People In My Family, The Wheels On The Bus, etc.*) Have each group go over to the toy box to choose the most appropriate playschool toys (a farm, a school, a house, a school bus, etc.) to demonstrate their story or song. Have them set up their scenery and choose the characters to be in the setting.

- D. To explore different performance styles using knowledge of cultural, historical, and religious styles to create dramatic artwork and when developmentally appropriate develops own style to create works in the arts.**

Suggested Activities:

- Students will be exposed to Liturgical Drama through attendance or participation in school masses, *Jesse Tree Prayer Services, The Living Stations of The Cross Prayer Services*, and pantomiming gospel stories in class.
- Students will be exposed to Musical Theater through attendance or participation in school musicals.
- Students will be exposed to Story Telling by pantomiming stories.
- Students will be exposed to variety of dramatic styles from other cultures.

- E. To exhibit communication by creating drama that narrates.**
- G. To practice.**

(Through teacher directed activities students develop body awareness and spatial perception using rhythmic movement, creative movement, and sensory awareness.)

Suggested Activities:

- Basic Dance using sign language, ribbons, and simple gestures.
- Pantomime animal movements, create finger plays and use simple gestures to limited action stories, nursery rhymes, songs, and poems.
- Pantomime using sensory awareness (bouncing a tennis ball, a baseball, a basketball, a beach ball,). Describe how they look, feel, and smell differently. Show us their differences through pantomime.

(Through teacher directed sensory awareness activities students develop expressive use of voice.)

Suggested Activities:

- Have students turn their back to the teacher while he/she bounces different types of balls on the floor. Students should be able to identify each ball by the sound it makes hitting the floor. Just as different objects make different sounds so do different characters. Follow up the sound activity by having students sit in a circle. Each student is to say the line **“That’s the last one!”** as different characters. (i.e. **eating** the last piece of pie, **eating** the last spoonful of spinach, **smelling** the last batch of home made cookies, **smelling** a pot of cabbage, boiling eggs, or sauerkraut boiling, **feeling** a soft pillow before falling asleep, crossing a patch of gravel or hot sidewalk in bare feet, looking at the finale of a fireworks display, looking at a messy room before you clean it, **hearing** the finale of a fireworks display, **hearing** the sound of a loud cannon going off. Allow students to offer sensory suggestions.)
- Students will be expected to imitate sounds and teacher’s character voices to nursery rhymes and stories.
- Create character voices and improvise dialogue for puppets.

H. To instill safety issues by using teacher assigned equipment, tools, and materials (puppets, masks, hats, and costume pieces) in a safe appropriate manner and with care and maintenance.

I. To attend or participate in school or visiting performances.

J. To use traditional or contemporary technologies (VCR, DVD, VIDEO, AUDIO players, Karaoke Machines, hanging, handheld, portable, and body microphones .)

PA Standard 9.2 - Historical, Cultural, and Religious Contexts

The goals for this area focus primarily on the skills and knowledge to be achieved by learners that are needed to identify, compare, contrast and analyze works of art in their historical, cultural and religious context. Effort should be made to integrate with the school’s social studies, literature, language, and religious curricula when possible.

Standard Objectives A, B, C, D, E,F, H,I, J, K,L

- A. Historical, Cultural, and Social Contexts - To demonstrates an understanding of cultures and societies.**
- B. To demonstrate a chronological understanding of artworks relative to historical events.**
- C. To demonstrate knowledge of styles and periods.**
- D. To demonstrate of historical / cultural analysis of artworks.**
- E. To understand the impact of cultures and historical.**
- F. To use vocabulary related to social studies and theatre in terms of cultures and time periods.**

- H. To expose students to Pennsylvania Artists.**
- I. To recognize philosophical beliefs related to history and culture.**
- J. To recognize historical and cultural differences.**
- K. To demonstrate the development of cultural traditions.**
- L. To identify common themes and forms**

Suggested Activities:

- Folk Music - Review and continue exploration of Kindergarten Heritage goals and American Folk Art. Briefly discuss how the popular American song *Yankee Doodle* was originally written by a British doctor during The French and Indian War to make fun of the early American colonists. To prove they didn't care what was said about them, the colonists took the song as their own, adding countless verses. There are said to be 190 verses total. Since then *Yankee Doodle* has evolved into famous American nursery rhyme, a Broadway Musical and Hollywood Movie. Have the students sing the song with American pride, while pantomiming riding on their ponies.
- Cultural Traditions - During advent students will participate in the *Jesse Tree prayer services*, as well as be exposed to Christmas traditions of other cultures i.e. German traditions and origin of the Christmas Tree.
- Theater History - Through various visual art activities students will be exposed to dramatic experience from historical periods. i.e. Comedy and Tragedy masks of Greek Theater, Face painting of the Asian Theater, Shadow puppets of the Chinese Theater. Students shall see how theater of the past has influenced the styles that followed. For example, students will see how the Greek comedy and tragedy script format influenced the writings of William Shakespeare's plays like Romeo and Juliet or Twelfth Night. As a final project, the teacher may tell the basic plot of one of Shakespeare's plays and have students either pantomime or use their shadow puppets characters.
- PA History - Have students sing and square dance to Stephen Foster songs (i.e. *Camp Town Races*, *Old Susanna*, *Gentle Annie*, and/or *Ring, Ring The Banjo*). Students should gain an appreciation for his influence in early music and artistic impact on early Pittsburgh arts.
- Effort should be made to integrate with the school's social studies, literature, language, and religious curricula when possible.

PA Standard 9.3 - Critical Response

The goals for this area focus primarily on the skills and knowledge to be achieved by learners that are needed to examine, analyze, interpret and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.

Standard Objectives D, F, G

- D. To begin using vocabulary that is related to critical response: Criticism, Critic's review.**
- F. To begin the process of criticism (*Likes and Dislikes*).**
- G. To create critical reviews.**

Suggested Activities:

- Have students share their favorite and least favorite part in a dramatic performance, and explain why.
- Have students act out their favorite and least favorite part in a dramatic performance.
- Have students draw their favorite and least favorite part in a dramatic performance.

PA Standard 9.4 - Aesthetic Response

The goals for this area focus primarily on the skills and knowledge to be achieved by learners that are needed to investigate the philosophical aspects of theatrical art works. The learner explores personal and historical definitions of theatre and theatre's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and /or interpreted meanings.

Standard Objectives C & D

C. To understand the player / audience relationship

D. To understand ideas/meanings and how they are communicated/interpreted in the theatrical performances.

Suggested Activities:

- Study Guides: Before attending or participating in performances, students will be provided information about basic plot and characters of a show and act out excerpts from the story, and possibly watch portions of films based on the dramatic or musical performance. The more prepared the students are for the play the more likely they are to understand and enjoy it.
- By attending and participating in school and visiting performances, students will gain an appreciation and understanding of the player / audience relationship.
- By attending and participating in school and visiting performances, students will gain an appreciation and understanding of audience behavior and etiquette requirements.