

QUEEN OF ANGELS CATHOLIC SCHOOL THEATRE ARTS CURRICULUM

INSTRUCTIONAL GROUPS GRADE 3/4

Third and Fourth 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, B, C, D, E, F, G, H, I, J, K

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

Suggested Activities:

- After reading 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 shows who their character is and where their story takes place.
 - Set Design - Provide students with varies props and scenery supplies (i.e. a shopping cart, grocery bags, a register, play money, play food, etc.). Have the students set up their scenery and choose a character to be in the setting (grocery store customers, clerks, or store managers).
- 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 and be expected to narrate, imitate dialogue, create dialogue and pantomime stories.
- Students will be exposed to variety of dramatic works from other cultures.
- Students will be exposed to Improvisational Theater.

- E. To exhibit communication by creating drama that narrates, informs, and persuades.**
- F. Analysis of artworks through production or exhibition.**
- G. To practice.**

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

Suggested Activities:

- Create movement pieces that emphasizes plot structure or sequences the beginning, middle, and end. Give the students at least three movements to act out in sequence. 1) Sit and spin. 2) Stand and stretch your arms up. 3) Stomp your feet and cross your arms. Now add motivation and plot to the movements. 1) Sit and spin around, as if you have excitedly decided to go outside and play. 2) Stand and stretch your arms up, as if you are lifting up the window. 3) Stomp and cross your arms, as if you are angry because it's raining outside.
- Pantomime using Sensory and Emotional Recall (bouncing a tennis ball, a baseball, a basketball, a beach ball.). Describe how they look, feel, and smell differently. Show us the difference through pantomime.

(Through teacher directed sensory and emotional 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. Characters also experience emotions. 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 emotional characters (i.e. say the line as if you: are angry, sad, happy, excited, shy, hurt, sleepy, bored, etc.).
- Create improvisations emphasizing character objectives, physical attributes, and original dialogue. i.e. Give the students at least three movements to act out in sequence. 1) Sit and spin. 2) Stand and stretch your arms up. 3) Stomp your feet and cross your arms. Now add motivation and plot to the movements. 1) Sit and spin around, as if you have excitedly decided to go outside and play. 2) Stand and stretch your arms up, as if you are lifting up the window. 3) Stomp and cross your arms, as if you are angry because it's raining outside. **Now, add dialogue to the piece!**
- Students will be expected to narrate, imitate teacher's character voices and character dialogue, create dialogue and pantomime stories teacher's character voices to nursery rhymes, poems and stories.
- Create character voices and create 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 .)

K. To use the creation of personal artworks to further understanding in the humanities.

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, G, 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.

G. to develop relationship to geographical regions.

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 Dancing - Review and continue exploration of First and Second Grade activities of American Folk Art. Briefly discuss how Irish clogging has evolved into modern tap dancing or how Western Square Dancing is considered to be an American Institution demonstrating the great Melting Pot of the early settlers. Square Dancing contains many styles dating back to the English, French, Scottish, Scandinavian, Spanish, and other elements, including Native American ritual circle dances of the animals. Teach the students a few simple steps and have them dance.
- 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. Las Pasadas.
- 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 using their Greek masks as costumes.
- Pennsylvania Artists - Study the youth and background of Henry Mancini . Have students self design movement pieces to Mancini's music i.e. *The Pink Panther Theme* or *Moon River*. Relate to Pennsylvania geography by having students go to a map of Pennsylvania to find Aliquippa. Find the river nearest to Aliquippa, that may have inspired Henry Mancini to write the song *Moon River*. (Answer: The Ohio River.)
- 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 A, B, C, D, E, F, G

- A. To recognize critical processes (reviews, evaluation through discussion or video taping).**
- B. To identify characteristics of theatrical art works.**
- C. To classifications**
- D. To begin using vocabulary that is related to critical response: (Criticism, projection, articulation, interpretation, blocking, choreography, stage presence).**
- E. To recognize types of critical analysis.**
- F. To begin the process of giving and receiving criticism (positive= helpful / negative=hurtful).**
- G. To create critical reviews.**

Suggested Activities:

- Have students discuss their favorite and least favorite part in a dramatic performance, and explain why.
- Have students act out their favorite scene in a dramatic performance.
- Have students write a review about their favorite part in a dramatic performance.
- Have students identify similarities and differences among television, film, and live theatre. If other mediums have been used to prepare student for viewing a production, have students discuss the similarities and differences, after viewing the production.

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 A, B, C, D

- A. To make individual philosophical/ interpretive statements about the theatrical performance.**
- B. To demonstrate knowledge of a variety of aesthetic interpretation.**
- C. To understand the player / audience relationship**
- D. To understand 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. The more prepared they 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.
- Students are expected to view theatrical events recognizing how character's physical attributes, objectives, and dramatic conflicts can aid in the prediction of the plot resolution. After the show,

students should be able to identify and discuss where these elements were apparent.

- Students should be able to make individual philosophical/interpretive statements concerning how setting, acting and other elements effected the overall show.