

QUEEN OF ANGELS CATHOLIC SCHOOL THEATRE ARTS CURRICULUM

KINDERGARTEN

Kindergarten 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 D, E, G, H, I, J.

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.

E. To exhibit communication by creating drama that narrates.

G. To practice.

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

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.

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

Suggested Activities:

- Students will be expected to imitate sounds and teacher's character voices to nursery rhymes
i.e. *Hickory Dickory Dock* and *Three Little Monkeys*.
- Create character voices 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, Microphones and Karaoke Machines.)

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 & K

A. Historical, Cultural, and Social Contexts (demonstrates development of contextual understanding of cultures and societies.)

K. Traditions.

Suggested Activities:

- American Heritage / Folk Study Introduction: Have students sit in a circle and play the game *Telephone*. Whispering a simple phrase from classmate to classmate to see how it changes. Explanation - This is how the arts began in our country. They started as stories, songs or dances passed on from generation to generation. This is referred to as Folk Art.
- Have students sit in a circle and imagine they are early American settlers living in a time period, when there is no electricity... no lights, no stereos, no television. It's late a night and you and your family are sitting around a camp fire. Your father takes out his fiddle. The family begins to sing and dance to the music. At this time students may sing and dance to a short folk song i.e. *Old Susanna, Polly Wally Doodle, or Yankee Doodle*. When song has ended, have children sit back down in their circle, imagining that it is time for bed. Mother (teacher) will tell them a story. Some students may be chosen to pantomime the folk tale i.e. *The Twisty Mouth Family, The Dancing Skeleton, or Coyote Decorates the Night*.
- 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 F & G

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. Students may 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 school and visiting performances, students will gain an appreciation and understanding of the player / audience relationship.
- By attending school and visiting performances, students will gain an appreciation and understanding of audience behavior and etiquette requirements.