

Artistic Literacy: Theater Grades 3-5

PBGR

The artistically literate individual understands and appreciates various forms of art, analyzes and interprets art, and expresses oneself creatively, while recognizing the historical, cultural, and social context in which art is created. The learner authentically uses a variety of artistic and expressive media, symbolism, and metaphors to communicate their own ideas and to respond to artistic communications of others.

Critical Proficiency

Create

Generate, conceptualize, organize, develop, refine, and complete artistic ideas and work.

Critical Proficiency

Present/ Perform/Produce

Develop, refine, and convey meaning through artistic work.

Critical Proficiency

Respond

Perceive, analyze, interpret intent and meaning, and apply student criteria to evaluate artistic work.

Critical Proficiency

Connect

Synthesize and relate knowledge; personal experiences; and societal, cultural, and historic contexts to make and deepen understanding of art.

Priority Performance Indicators

Generate and Conceptualize

Performance: Students generate roles, imagined worlds, and improvised stories within a drama/theater work.

Design: Students suggest design concepts that enhance the narrative and given circumstances in the same dramatic context.

Organize, Develop, and Complete

Performance: Students enhance improvised or scripted drama/theater work through repeated practice and thorough self and group reviews. They generate innovative ideas for drama/theater work. Students collaboratively explore characters and their situations, demonstrating mutual respect for themselves and others while playing roles in the creation of a drama/theater piece, and actively contributing and incorporating diverse ideas within the collaborative process.

Design: Students demonstrate mutual respect for themselves and others while designing and creating props, scenery, costumes, and soundscapes in the creation of a drama/theater piece, and actively contribute and incorporate diverse ideas within the collaborative process.

Priority Performance Indicators

Develop and Refine for Presentation

Performance: Students employ body, face, gestures, and voice to convey character traits and emotions. Students articulate the underlying thoughts and emotions influencing dramatic structure and explore diverse physical and vocal choices to impart meaning within a scene.

Design: Students identify fundamental technical elements like costumes, lights, props, set, and sound.

Convey Meaning Through Presentation

Performance: Students express a theme or mood through a drama/theater performance for an informal audience.

Design: Students express a theme or mood through the technical elements of performance for an informal audience.

Priority Performance Indicator

Perceive and Analyze

Performance: Students articulate responses grounded in personal experiences during participation or observation of a drama/theater work.

Design: Students collaborate with classmates to propose criteria for assessing drama/theater productions.

Priority Performance Indicator

Synthesize and Relate

Performance: Students examine and identify connections to community, social issues, and various content areas within drama/theater work.

Design: Students show cross-cultural approaches to storytelling, and investigate community, historical, and social issues while incorporating diverse content areas into the realm of drama/theater.