



# Theatre

## Grade Three

### 1.0 ARTISTIC PERCEPTION

#### Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre

Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.

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##### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as *character, setting, conflict, audience, motivation, props, stage areas, and blocking*, to describe theatrical experiences.

##### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Identify the 5 W's (who, what, where, when, and why) in a theatrical experience.

### 2.0 CREATIVE EXPRESSION

#### Creating, Performing, and Participating in Theatre

Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.

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##### *Development of Theatrical Skills*

- 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.

##### *Creation/Invention in Theatre*

- 2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.

### 3.0 HISTORICAL AND CULTURAL CONTEXT

#### Understanding the Historical Contributions and Cultural Dimensions of Theatre

Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.

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##### *Role and Cultural Significance of Theatre*

- 3.1 Dramatize different cultural versions of similar stories from around the world.

##### *History of Theatre*

- 3.2 Identify universal themes in stories and plays from different periods and places.

### 4.0 A ESTHETIC VALUING

#### Responding to, Analyzing, and Critiquing Theatrical Experiences

Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.

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##### *Critical Assessment of Theatre*

- 4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.

##### *Derivation of Meaning from Works of Theatre*

- 4.2 Compare the content or message in two different works of theatre.

### 5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

#### Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers

Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

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##### *Connections and Applications*

- 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's.

##### *Careers and Career-Related Skills*

- 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.