California Content Standards - Theatre
San Diego City Schools – Visual and Performing Department
Arts 3rd Grade – 5th Grade Core Learnings

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

	3rd Grade	4th Grade	5th Grade
1.1	**Use the vocabulary of theatre, such as character, setting, conflict, audience, motivation, props, stage areas, and blocking, to describe theatrical experiences.** Identify two different types of conflict and describe their characteristics (inner and outer conflict). Describe the relationship between characters in a story and a play. Describe two elements of setting (time, place). Describe how the environment of a scene or play motivates a character to react/respond in certain ways. Identify and notate the five areas of the stage and basic blocking (e.g., character movement, including the concept of "cheat front" projecting body and face toward the audience without directly facing forward). Describe how props are used to create or deepen meaning in a play. Independently exhibit appropriate audience behavior.	**Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.** Recognize and identify the parts of a play's dramatic structure (plot, conflict and resolution, and climax). Describe how a play takes on a certain quality and mood (light and funny, dark and serious, etc.) based on character portrayal, setting, and plots. Describe a variety of story endings in terms of resolution (resolved/unresolved), and tone (e.g., happy or sad). Recognize and understand how conflict heightens what a character wants (goal, intention = objective) and reasons why they want it (motivation). Identify within a play, stock characters such as the hero, villain, victim, over-protective parent, busybody, gossip, etc., or other recognizable characters.	**Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences.** Identify how the five senses are used to encode and recall experiences. Explain how sense memory is used as a tool to develop a character. Identify movement cues and prompts, entrance/exits, and character description within a script. Distinguish between monologue (solo) and dialogue (two or more people). Identify the protagonist (main character or person) and the antagonist (person or situation that opposes the main character) in a play.
1.2	**Identify the 5 W's (who, what, where, when, and why) in a theatrical experience.** Infer from a scene who the characters are, what they are doing, what they want, where/when the scene takes place, and why events are taking place.	**Identify a character's objectives and motivations to explain that character's behavior.** Identify what it is a character does, both vocally and physically, to show what they want and why they want it.	**Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience.** Outline the basic structure of a play. Explain how characters, situations and background information are introduced. Identify and explain who or what creates the problem, how it gets worse, and how it is finally solved in a script.
1.3		**Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. Examples: "*I* want you to go." "I want *you* to go." "I want you to *go*."** Recognize and show how vocal pitch, volume, tempo, and diction have an effect on text and its meaning. Create multiple meanings from a piece of simple text using a variety of vocal skills.	

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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.

		3rd Grade	4th Grade	5th Grade
2.1		**Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.** Create characters and write simple dialogue with a partner or in a small group that conveys the five W's. Convey character motivation and setting through appropriate acting choices (vocal and physical expression) so that group members and the audience clearly recognize the five W's. Improvise scenes where the meaning changes when one or more of the five W's is altered.	**Demonstrate the emotional traits of a character through gesture and action.** Explore the personality of a character and demonstrate their emotional traits through improvisational games and theatre activities (e.g., happy go lucky, serious, mean and nasty, grumpy, sleepy, bashful).	**Participate in improvisational activities to explore complex ideas and universal themes in literature and life.** Express through voice and body the concepts of status (king, peasant, etc.), relationship (love/hate), belief and commitment, and the effect of environmental forces through the playing of theatre games. Demonstrate how both real and imaginary character's behaviors are similarly affected by these ideas and themes.
2.2		**Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.** As a director, create stage movement using appropriate blocking notation (character position, stage area and body movement) for a piece of simple text (poem, short story or short scene). As an actor, listen to and execute blocking directions from peers.	**Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).** Perform reading-level appropriate literature and manipulate the mood and quality though the use of vocal variety (pitch, volume, pace, and diction), gesture, stage movement, and facial expression Perform a variety of interpretations of a nursery rhyme, children's story, fairy tale or fable for a younger audience that explores the use of tone to make or change meaning (e.g., act out the story of the Three Little Pigs where all three pigs are either grumpy or whiney).	**Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations.** Identify and execute stage direction cues (movement, entrance, exit, etc.) from a script. Identify the areas of the stage (areas that represent degrees of importance or power) and apply to a scene. Demonstrate how an actor's position on stage gives clues to the character's personality (e.g., shyness by upstage corners, etc.). Use movement that shows purpose and relevance in a scene (e.g., lazy gesture on a hot day, angry/loving postures).
2.3			**Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.** Draw, paint, build or make design elements (costumes, props, sets, make-up) that support the character's personality and/or emotional traits.	**Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.** Make artistic choices as either a cast or crewmember in a theatrical presentation for an audience.

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 human diversity as it relates to theatre.

Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).

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3.1	**Dramatize different cultural versions of similar stories from around the world.** 　Discuss how characters may have similar or different motivations after acting out similar stories from different cultures. 　Discuss what effect culture and setting have on a story or similar stories.	**Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.** 　Compare and contrast the types and function of story telling styles (e.g., teach and preserve traditions, pass on moral education, historical and tall tales, campfire stories, procession and pageantry, celebrations and dance theatre, puppet theatre).	**Select or create appropriate props, sets, and costumes for a cultural celebration or pageant.** 　Research the historical background, people, or environment of a play or scene. 　Create a sketch, construct a model, and/or build a set that represents a cultural celebration or pageant.
3.2	**Identify universal themes in stories and plays from different periods and places.** 　Recognize and discuss the following themes in a variety of stories and/or plays: friendship, cooperation, fairness and honesty, and good vs. evil.	**Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.** 　Create a timeline of the development of radio, film and television. 　Discuss how technology has influenced the entertainment industry.	**Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.** 　Infer from one or more theatrical or storytelling forms (puppet theatre, tall tales, dance theatre, pageant, procession and creation stories) how the story gives clues about a particular culture and/or time period.
3.3			**Analyze ways in which theatre, television, and film play a part in our daily lives.** 　Discuss how behavior is influenced by what is seen in theatre, television, or film (e.g., dress, language, hobbies, acceptance, consumerism, etc.).
3.4			**Identify types of early American theatre, such as melodrama and musical theatre.** 　View, recognize and discuss the following early American Theatre styles: vaudeville (utilizes a collection of sketches), melodrama (utilizes strong emotional appeals and cliff hanging plots), and musical theatre (utilizes music, dancing, and orchestration). 　Compare and contrast how theatre styles varied among the five regions of the United States.

4.0 Aesthetic 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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4.1	**Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.** 　Develop rubrics to measure the use of stage space and the five W's (character voice and movement to portray wants and needs and setting). 　Identify and discuss how a live or videotaped performance met	**Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.** 　Create rubrics that evaluate the effectiveness of character's vocal technique, facial expression, pacing, gestures and body movement to portray wants and needs (motivation) in theatrical	**Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.** 　Design general guidelines for critiquing a play, television show, or film in its entirety, so that an opinion can be expressed using vocabulary of theatre

	the developed criteria or rubric (in class, for the student, as a professional).	experiences. Identify and discuss how the actor's performance met the developed criteria or rubric.	(consider the completeness of the plot, character development, artistic choices including setting, costumes, lighting, sound, etc.).
4.2	**Compare the content or message in two different works of theatre.** 　　Identify and discuss in what ways the moral or message are the same or different in two different works of theatre (e.g., friendship, cooperation, honesty and fairness, good vs. evil).	**Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.** 　　Discuss the similarities and differences in the audience's emotional, visual, and auditory responses and behavior in the following scenarios: video, film, radio program, and live theatre.	**Describe devices actors use to convey meaning or intent in commercials on television.** 　　Discuss how characters manipulate words through exaggerated vocal and facial expression, body language, and gesture to create an impact (e.g.. emotional empathy, distance, desire, repulsion).
4.3		**Describe students' responses to a work of theatre and explain what the scriptwriter did to elicit those responses.** 　　Read a script and predict what the action would look like and what the audience's response would be. 　　Identify the following tools the scriptwriter's used to elicit audience response: character personality, objective, motivation, and conflict, dramatic structure, sound and movement cues, setting. 　　Analyze and discuss how the writer's tools create an impact, causing the viewer to think or feel a specific way.	

5.0 Connections, Relationships, Applications
Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms and Subject Areas and to Careers
Students observe their environment and respond, using elements of theatre. The also observe formal and informal works of theatre, film, video, and electronic media and respond, using the vocabulary of theatre.

	3rd Grade	4th Grade	5th Grade
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.** 　　Make meaning of a story or current event by creating a dramatization where students demonstrate knowledge of the five W's through proper setting, dialogue (motivation and response), basic blocking and stage direction, gesture, expression and use of props.	**Dramatize events in California history.** 　　Create tableau, short dialogues, improvisations, and/or scenes based on research from important events in California History.	**Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history-social science.** 　　Create monologues, short dialogues, improvisations, and/or scenes based on research from important events in United States History, literature, math and/or science concepts. 　　Discuss the difference between reenacting and knowing. 　　Analyze, identify, and connect the dramatic structure (listed in 1.1), to structures used or observed in other content areas.
5.2	**Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.** 　　Demonstrate the ability to share and accept other's ideas, and/or come to consensus while participating in theatrical games and improvisations.	**Use improvisation and dramatization to explore concepts in other content areas.** 　　Create tableau, monologue, short dialogues, improvisations, and/or scenes based on research of ideas or concepts in a variety of curricular areas (e.g., ecosystems, cause and effect,	**Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media.** 　　Describe what actors do to tell a story to an audience (know lines, blocking, create believable characters, etc.).

	Demonstrate ability to listen to others, take direction, and clearly express ideas to others while participating in theatrical games and improvisations.	graphing, etc.). Discuss the processes involved in creating improvisation and dramatizations to similar processes in other content areas that reinforce overall learning.	Describe the importance of the director to a theatrical production (e.g., casts and stages actors, makes overall production choices). Describe the importance and function of the technical crew to create mood and meaning in a theatrical production (e.g., costume, makeup, set, lighting, sound designers).
5.3		**Exhibit team identity and commitment to purpose when participating in theatrical experiences.** Determine the goals, tasks and outcome of a theatrical presentation and demonstrate commitment and dedication to work together and follow through to completion.	**5.3**