

**California Content Standards Theatre**  
**San Diego City Schools – Visual and Performing Arts Department**  
**Kindergarten - 2<sup>nd</sup> Grade Core Learnings**

<b>1.0 Artistic Perception</b> Processing, analyzing, and responding to sensory information through the language and skills unique to theatre. <i>Students observe their environment and respond, using elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.</i>			
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>1.1</b>	<p><b>Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Differentiate between a LIVE performance and a narrative.</li> <li><input type="checkbox"/> Distinguish between an actor and a character.</li> <li><input type="checkbox"/> Identify where a story takes place (e.g., a firehouse, restaurant, grandma’s kitchen, dungeon, etc.).</li> <li><input type="checkbox"/> Explain how actors use their voices, bodies and facial expressions, how they listen and respond and use their memory of past experiences to portray a character in a story.</li> <li><input type="checkbox"/> Define the role of an audience in a variety of venues.</li> </ul>	<p><b>Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between a play and a story.</li> <li><input type="checkbox"/> Distinguish between the main parts of a plot (beginning, middle and end).</li> <li><input type="checkbox"/> Difference between an improvisation and rehearsed (scripted) performance.</li> <li><input type="checkbox"/> Identify the characters, setting, costumes, and props in a play.</li> <li><input type="checkbox"/> Identify ways in which actors use their imagination, body, and space to create Pantomime (action without words).</li> <li><input type="checkbox"/> Identify a stage as any place an actor performs.</li> <li><input type="checkbox"/> Describe how actors portray characters using their body, face, and voice.</li> <li><input type="checkbox"/> Describe how audience members respond appropriately (e.g., listen, laugh, boo, clap, staying seated or responding differently when asked to, etc.).</li> </ul>	<p><b>Use the vocabulary of theatre, such as plot (beginning, middle, and end), scene, sets, conflict, script, and audience, to describe theatrical experiences.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe the elements of a story and a script.</li> <li><input type="checkbox"/> Identify conflict in a variety of stories and scripts and describe the elements of the conflict, (what is wanted, what are the obstacles, how is it resolved or not resolved).</li> <li><input type="checkbox"/> Differentiate between the two definitions of scene in a play (scene as setting, scene as part of a play).</li> </ul>
<b>1.2</b>	<p><b>Identify differences between real people and imaginary characters.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Distinguish between real people and imaginary characters in stories, fables, and fairy tales.</li> <li><input type="checkbox"/> Describe how imaginary characters and animals act like real people.</li> </ul>	<p><b>Observe and describe the traits of a character.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how an actor uses their voice, whole body, and imagination to tell stories on stage or in a film.</li> <li><input type="checkbox"/> Describe how an actor can pretend and/or portray a variety of real or imaginary characters.</li> </ul>	<p><b>Use body and voice to improvise alternative endings to a story.</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Manipulate words, body expression, and emotion to evoke a new ending to a story.</li> <li><input type="checkbox"/> Demonstrate three different improvised endings to a story, fable, or fairy tale.</li> </ul>

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<b>2.0 Creative Expression</b> <b>Creating, Performing, and Participating in Theatre</b> <i>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.</i>			
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>2.1</b>	<b>Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow, mirror, and imitate movement shapes.</li> <li><input type="checkbox"/> Follow and imitate a variety of vocal sounds and directions.</li> <li><input type="checkbox"/> Identify and move like a variety of characters (police officer, firefighter) or animals.</li> <li><input type="checkbox"/> Maintain steady beat while reciting nursery rhymes.</li> <li><input type="checkbox"/> Echo clap, pat, and say simple rhythms.</li> <li><input type="checkbox"/> Follow and perform basic rules of a theatre game.</li> </ul>	<b>Demonstrate skills in pantomime, tableau, and improvisation.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Refine motor skills to convey a dramatic idea (hold a glass and drink, use a prop like a magic wand, axe, sword, etc.)</li> <li><input type="checkbox"/> Use body and facial expression to create and perform a character in a frozen moment.</li> <li><input type="checkbox"/> Cooperate with others to create group stage pictures (tableau).</li> <li><input type="checkbox"/> Improvise voice and body movement in a theatre game.</li> </ul>	<b>Perform in group improvisational theatrical games that develop cooperative skills and concentration.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use appropriate actions in theatre games (watch/respond, lead/follow, ask/answer, give/take).</li> <li><input type="checkbox"/> Maintain focus and attention while performing theatre games.</li> </ul>
<b>2.2</b>	<b>Perform group pantomimes and improvisations to retell familiar stories.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create body movements that match stories while they are being read or told.</li> <li><input type="checkbox"/> Cooperate as a group to sequence events and retell stories through voice and body movement.</li> </ul>	<b>Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or a pantomime.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Act out stories that demonstrate beginning, middle, and end using appropriate voice and body movement.</li> <li><input type="checkbox"/> Choose a way to retell a story in a theatrical way, using learned drama skills (tableau, pantomime, improvisation, dramatization).</li> </ul>	<b>Retell familiar stories, sequencing story points and identifying character, setting, and conflict.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create a storyboard that identifies setting and characters, and includes the beginning (exposition), inciting incident and conflict (middle), and resolution (ending).</li> <li><input type="checkbox"/> Act out a story that demonstrates components identified in a storyboard, using appropriate voice and body movements.</li> </ul>
<b>2.3</b>	<b>Use costumes and props in role-playing.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Select and use the appropriate prop or costume for a character or setting.</li> </ul>		<b>Use Improvisation to portray such concepts as friendship, hunger, or seasons.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create improvised voice and body movement to express emotion, feeling, elements of nature, wants and needs, social skills, and other character traits.</li> </ul>
<b>2.4</b>			<b>Create costume pieces, props, or sets for a theatrical experience.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Use setting and character information from stories, to design, sketch, and make appropriate props, sets, and costumes.</li> </ul>

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<b>3.0 Historical and Cultural Context</b> <b>Understanding the Historical Contributions and Cultural Dimensions of Theatre</b> <i>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.</i>			
<i>Historical and cultural context should be imbedded throughout the curriculum (all materials studied should represent different cultures and time periods).</i>			
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>3.1</b>	<b>Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Compare stories, fables, and fairy tales from different cultures that have similar story lines or morals.</li> <li><input type="checkbox"/> Act out two different versions of a story, fable or fairy tale in different settings (time and place).</li> </ul>	<b>Identify the cultural and geographic origins of stories.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and discuss character behavior and environmental clues (time and place) that give hints about location, customs, and traditions in stories.</li> </ul>	<b>Identify theatre and story-telling forms from different cultures.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Identify and describe the following theatrical forms: puppetry, formal and informal theatre, television and film and storytelling forms, fables, fairy tales, tall tales, oral and written tradition.</li> </ul>
<b>3.2</b>	<b>Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Explore or learn about the roles people play in your community (professions, family, etc).</li> <li><input type="checkbox"/> Act out the various roles through improvisation, tableau, or theatre games.</li> </ul>	<b>Identify theatrical conventions, such as props, costumes, masks, and sets.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Recognize and discuss design element clues (props, costumes, masks, and sets) that give hints about location, customs, and traditions in stories.</li> </ul>	<b>Identify universal characters in stories and plays from different periods and places.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the character traits of the hero, villain, trickster, animal and magical characters in stories, from a variety of times and places.</li> </ul>
<b>3.3</b>		<b>Describe the roles and responsibilities of audience and actor.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Describe how actors use all their senses to make appropriate theatrical choices to tell a story on stage.</li> <li><input type="checkbox"/> Describe how the actor's responsibility is to be seen, heard, and to make the character believable.</li> <li><input type="checkbox"/> Describe how audiences use all their senses to discover the meaning of the story on stage.</li> <li><input type="checkbox"/> Describe how the audience's responsibility is to engage in the performance by watching, listening and responding.</li> </ul>	

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<b>4.0 Aesthetic Valuing</b> <b>Responding to, Analyzing, and Critiquing Theatrical Experiences</b> <i>Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.</i>			
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<b>4.1</b>	<b>Respond appropriately to a theatrical experience as an audience member.</b> <input type="checkbox"/> Identify moments in a theatrical production that illicit a response (boo the villain, laugh at the clown, sit quietly, applaud).	<b>Describe what was liked about a theatrical work or a story.</b> <input type="checkbox"/> Use theatrical language (costumes, prop, believability of character, the plot, setting) to describe and defend what was liked and disliked.	<b>Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.</b> <input type="checkbox"/> Identify what kind of character the actor was portraying. <input type="checkbox"/> Analyze and discuss how an actor uses voice and body to make a character believable. <input type="checkbox"/> Make a judgment about how successful an actor's voice, gesture, words, and body movement worked together to create a character.
<b>4.2</b>	<b>Compare a real story with a fantasy story.</b> <input type="checkbox"/> Distinguish between real and fantasy stories (told and viewed) based on character, actions, and setting.	<b>Identify and discuss emotional reactions to a theatrical experience.</b> <input type="checkbox"/> Describe what range of emotions you felt while watching a theatrical production (happy, sad, angry, scared). <input type="checkbox"/> Describe what the characters did to bring about an emotional response. <input type="checkbox"/> Describe what happened in the plot to bring about an emotional response. <input type="checkbox"/> Describe how costumes, props, and setting created an emotional response.	<b>Respond to a live performance with appropriate audience behavior.</b> <input type="checkbox"/> Use appropriate audience behavior (watching, listening and responding) while attending a live performance. <input type="checkbox"/> Identify how the emotional response of an entire audience can intensify an individual's emotional response.
<b>4.3</b>			<b>Identify the message or moral of a work of theatre.</b> <input type="checkbox"/> Identify the important ideas in either a live or videotaped theatrical performance and discuss relevancy to everyday life.

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<b>5.0 Connections, Relationships, Applications</b> <b>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</b> <i>Students observe their environment and respond, using elements of theatre. They also observe formal and informal works of theatre, film, video, and electronic media and respond, using the vocabulary of theatre.</i>			
	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade
<b>5.1</b>	<b>Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create theatrical experiences (improvise, imitate, pantomime) that reinforce a variety of learning concepts (move slowly like the turtle, grow like a flower, talk or act like an historic or famous figure/person, count out loud using a variety of vocal pitch or body sounds, etc.).</li> <li><input type="checkbox"/> Create a dramatization to solve problems in other subject areas (e.g., transform a math problem into numbers and use of characters on stage).</li> </ul>	<b>Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Discuss the concept of beginning, middle, and end in a story, sentence structure, geometric shapes and letter formation, life cycle, time and daily routine, activities, games, sports, songs and dances.</li> </ul>	<b>Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Create dramatizations that include multiple ways to solve problems in other subject areas in small groups (e.g., different possible endings to a community dispute).</li> </ul>
<b>5.2</b>	<b>Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Take part in brainstorming ideas and planning an informal presentation with the class.</li> <li><input type="checkbox"/> Play a specific role (as actor or crew) in a performance.</li> <li><input type="checkbox"/> Compare working with a group on a dramatization to being on a sports team.</li> </ul>	<b>Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate working together to achieve a goal, (e.g., dramatizations, class or group presentations, sports, following group instructions, group singing, etc.).</li> </ul>	<b>Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.</b> <ul style="list-style-type: none"> <li><input type="checkbox"/> Follow and execute directions given by others.</li> <li><input type="checkbox"/> Share and/or take turns with creating a story, acting, or designing the scene.</li> <li><input type="checkbox"/> Identify roles in theatre: the actor, writer, and designer.</li> </ul>