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Grade One

Visual and Performing Arts: Theatre Content Standards.

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.

Development of the Vocabulary of Theatre

1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.

Comprehension and Analysis of the Elements of Theatre

1.2 Observe and describe the traits of a character.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

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

Development of Theatrical Skills

2.1 Demonstrate skills in pantomime, tableau, and improvisation.

Creation/Invention in Theatre

2.2 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.

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.

Role and Cultural Significance of Theatre

3.1 Identify the cultural and geographic origins of stories.

History of Theatre

3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.

3.3 Describe the roles and responsibilities of audience and actor.

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.

Critical Assessment of Theatre

4.1 Describe what was liked about a theatrical work or a story.

Derivation of Meaning from Works of Theatre

4.2 Identify and discuss emotional reactions to a theatrical experience.

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.

Connections and Applications

5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.

Careers and Career-Related Skills

5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

Questions: State Board of Education | 916-319-0827