

**TEXAS ESSENTIAL KNOWLEDGE SKILLS
FOR THEATRE ARTS, GRADE 5**

STRAND 1: PERCEPTION

The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre.

GRADE 5

PRIMARY OBJECTIVE A

The student is expected to develop characterization, using sensory and emotional recall;

SUGGESTED ACTIVITIES:

1. Students recall and act out sensory and emotional scenarios e.g. coming home after school with an A+ test, smelling your least favorite dinner, hearing your baby sibling cry etc.
2. Step by step, students act out a sensory experience e.g. baking cookies, mowing the lawn on a hot day.
3. Have students close eyes and imagine they are smelling and tasting a variety of items. Does it bring emotions to mind? A story?
4. Teacher plays a variety of sounds and music. Students share what emotions are evoked and/or where they last heard the sounds.
5. Conduct a classroom study. Focus on how the character would react to different environments and situations.
6. Students feel a variety of objects with different textures and describe the emotion they evoke. How and where would they use these materials?
7. In cooperative groups, students recreate some of the activities they experienced during the summer, Thanksgiving, winter break, spring break, etc.

PRIMARY OBJECTIVE B

The student is expected to develop body awareness and spatial perceptions, using pantomime;

SUGGESTED ACTIVITIES:

1. Play charades or “Guesstures.”
2. Students participate in “follow the leader,” mirroring the movements of the leader.
3. Travel around the room in an unusual way in a group without touching any other member of the group.
4. Work with a partner to create symmetrical and asymmetrical mirrored shapes.
5. Play “Who is the Leader.” One student leaves the to be the “guesser.” The remaining students are in a circle and a “leader” is chosen. The leader moves while the others follow in synchronization. The “guesser” enters and tries to discover the leader of the movement.

PRIMARY OBJECTIVE C

The student is expected to respond to sounds, music, images, and the written word, using movement;

SUGGESTED ACTIVITIES:

1. Listen to an instrumental piece of music. Students create movement to portray what the music says to them.
2. Given a poem that expresses an idea or emotion, students create movement that expresses the same idea.
3. Students move creatively at different speeds as they respond to varying tempos of music.
4. Students observe and then interpret the movement of falling leaves in their bodies.
5. Students move creatively at different speeds as they respond to varying tempos of music.

PRIMARY OBJECTIVE D

The student is expected to express emotions and relate ideas, using interpretive movement and dialogue;

SUGGESTED ACTIVITIES:

1. Assign a variety of character roles to develop situations by improvising dialogue and movements.
2. Using a simple prop, students utilize movement and dialogue to portray different uses or properties of the prop.
3. Students brainstorm and act out ways to show the qualities of ferocious and timid animals through movement. Students then add dialogue to accompany their animal movement. Personification could be discussed.

PRIMARY OBJECTIVE E

The student is expected to integrate life experiences in dramatic play;

SUGGESTED ACTIVITIES:

1. Students recreate a section of their daily routine, e.g. getting ready for school, making dinner, after school, etc.
2. Using story problems, newspaper, everyday problems, or literature resources, give students enough information for them to improvise.
3. Students roll-play a real life situation with a positive solution, e.g. working in a group and there is a disagreement, watching a performance and someone is trying to talk to you.

PRIMARY OBJECTIVE F

The student is expected to portray environment, characterization, and actions.

SUGGESTED ACTIVITIES:

1. Given a room, a group of students work together and become the items found in that room. Students use dialogue to personify objects. For an added challenge, students interact with each other while portraying their object.

2. Assign familiar stories to small groups. Students determine characters, movements, dialogue, sound effects, etc.
3. Conduct a classroom study on a character using specific movements and vocal techniques.
4. Partners create dialogue and movements for characters that portray the interaction of family members.

STRAND 2: CREATIVE EXPRESSION/PERFORMANCE

The student interprets characters, using the voice and body expressively, and creates dramatizations.

GRADE 5

PRIMARY OBJECTIVE A

The student is expected to demonstrate safe use of the voice and body;

SUGGESTED ACTIVITIES:

1. Discuss “indoor voice,” “outdoor voice,” “speaker voice,” and practice the difference.
2. Define, practice, and maintain personal space (bubble space).
3. Speaker focus: what body, eyes, and hands do when listening.

PRIMARY OBJECTIVE B

The student is expected to describe characters, their relationships, and their surroundings in detail;

SUGGESTED ACTIVITIES:

1. After reading a section of a play or story, students conduct a character study.
2. Compare two different persons/character/objects with many similarities but describe the differences.
3. Students describe the characteristics of a variety of characters, e.g. elderly person, rich socialite, nerd, valley girl, etc.

PRIMARY OBJECTIVE C

The student is expected to select movements and portray a character, using dialogue appropriately;

SUGGESTED ACTIVITIES:

1. Given a sentence, e.g. “I ate sixteen pieces of toast for lunch,” student changes the tone of sentence to reflect a particular character, e.g. newscaster, elderly person, someone who doesn’t understand the sentence.
2. Students work in pairs to develop a vaudevillian routine (telling jokes, riddles, etc.) with puppets through improvisation. After each time routine is improvised, students discuss what they liked and disliked. Students include the parts they liked in their routine.
3. Students develop a character using a puppet. Student would include emotion, expression, voice, and movement for the puppet.

4. Students practice moving like a variety of characters e.g. aerobics instructor, army sergeant, elderly person, or scientist.

PRIMARY OBJECTIVE D

The student is expected to dramatize literary selections in pairs, and various groupings and create simple stories collaboratively in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events.

SUGGESTED ACTIVITIES:

1. Establish a storytelling troupe to visit primary classrooms.
2. Create performance of a classic fairy tale e.g. Princess and the Pea, Billy Goats Gruff, or Three Little Pigs using shadow puppets or themselves as actors.
3. Partners create a storytelling/puppetry performance. Together storyteller and puppeteer develop a script where puppet interacts with the storyteller as the storyteller tells the story.
4. Each student draws an object a bag. Each student creates a story about the object. Where did you get it? Is it special? Is it valuable?

STRAND 3: CREATIVE EXPRESSION/PERFORMANCE

The student applies design, directing, and theatre production concepts and skills.

GRADE 5

PRIMARY OBJECTIVE A

The student is expected to define character, environment, action, and theme using props, costumes, and visual elements;

SUGGESTED ACTIVITIES:

1. Given a character, students select a costume that would best portray the character.
2. Given a character, students select a prop that would best define the character.
3. Given a story idea, students create a set design using a shoebox. Students would experiment with lighting color using a flashlight and colored gels (colored transparency).

PRIMARY OBJECTIVE B

The student is expected to alter space appropriately to create a suitable environment for play making;

SUGGESTED ACTIVITIES:

1. Given a collection of unrelated objects e.g. large piece of foam, cardboard circle, flashlight, students turn objects into something larger or create an environment e.g.. a police car, or disco party.
2. Students create a backdrop with butcher paper that can be used for skits in that particular setting.

3. In groups of 3-5, students are given a variety of props. As teacher counts to 10, students incorporate props to create a frozen scene. Students justify their pose and use of prop in relationship to the group and environment.
4. Students select props and alter space for a given familiar story or environment.

PRIMARY OBJECTIVE C

The student is expected to plan brief dramatizations collaboratively;

SUGGESTED ACTIVITIES:

1. In cooperative groups, students create a skit showing some activities over summer vacation, Thanksgiving, winter break, spring break, etc.
2. Given a setting idea or theme e.g. castle or Fall, students create a skit including characters, a problem, and solution.
3. After techniques are discussed, pairs of students prepare a storytelling session.
4. Given simple props, e.g. scarf, pans, hats, etc., students plan a brief skit together using all of the props.

PRIMARY OBJECTIVE D

The student is expected to interact cooperatively with others in brief dramatizations.

SUGGESTED ACTIVITIES:

1. Given a room in a house, a group of students work together and become the items found in that room. Students use dialogue to personify objects. For an added challenge, students interact with each other while portraying the object.
2. Play a classic piece of music e.g. "Freedom" by Michael W. Smith. Create and tell a dramatic story while students are lying down with eyes closed. Let the music help direct what happens in the story e.g. a castle escape, running through the halls, sneaking hiding, etc. Students imagine they are the characters in the story. Play music again. Students act out story to music. Progress to students creating their own story to music.
3. Given a prompt such as a problem idea, a group of students create a skit including character, setting, problem, and solution.
4. Perform choral readings or Reader's Theatre.

STRAND 4: HISTORICAL/CULTURAL HERITAGE

The student relates theatre to history, society, and culture.

GRADE 5

PRIMARY OBJECTIVE A

The student is expected to relate theatre to life in particular times, places, and cultures;

SUGGESTED ACTIVITIES:

1. Students study trends of theatre during times in history they are studying in Social Studies.
2. After Greek and Roman theatre is discussed, students compare and contrast differences and similarities between the past and present.

3. Create a mini museum to study the theatrical efforts of others cultures.
4. Students study key times in theatre and dance and learn about historical events around that time, e.g. Vaudeville, silent movies, talkies, Greek and Roman theatre, Modern dance-Doris Humphrey, Isadora Duncan, Martha Graham, French theatre during the 16th and 17 century, etc.

PRIMARY OBJECTIVE B

The student is expected to analyze the role of live theatre, film, television, and electronic media in American society.

SUGGESTED ACTIVITIES:

1. Create a time line with students to illustrate significant events in theatre, film, television, and media compared to events happening in America at the same time.
2. Interpret and discuss historical events through various media.

STRAND 5: RESPONSE/EVALUATION

The student responds to and evaluates theatre and theatrical performances.

GRADE 5

PRIMARY OBJECTIVE A

The student is expected to analyze and apply appropriate audience behavior at a variety of performances;

SUGGESTED ACTIVITIES:

1. Appropriate audience behavior is discussed and practiced.
2. Visual cues are used to help students with appropriate audience behavior. Students in turn use the nonverbal signals to help others around them.
3. Students write what a good audience should look like during a play, concert, ballet performance, and/or movie.
4. Attend a live theatrical performance on campus.
5. Attend a live theatrical performance off-campus.

PRIMARY OBJECTIVE B

The student is expected to define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music;

SUGGESTED ACTIVITIES:

1. Show videos of various artistic presentations. Discuss visual, aural, oral, and kinesthetic elements used.
2. After giving examples of using a dramatic element (e.g. pauses) effectively, students work in small groups to experiment with that specific element.
3. View live or televised productions as a class and identify successful use of dramatic elements.

4. Students make and explain deliberate choices about elements such as color, tempo, rhythm, movement, words in dialogue, voice quality, volume, and pacing while depicting a mood such as melancholy, joyful, frightening, peaceful.
5. Students watch a play presented by high school or middle school and write letters to the performers describing what they liked about the plot, characters, costumes, lighting, sound effects, music, and sets.
6. After viewing a live or televised production as a class, identify successful use of dramatic elements.

PRIMARY OBJECTIVE C

The student is expected to compare and contrast ideas and emotions depicted in theatre, dance, music, and art and explain movement, music, or visual elements to enhance classroom dramatizations;

SUGGESTED ACTIVITIES:

1. Read and portray various expressions using one or two simple phrases.
2. Discuss and explore how the same emotion could be portrayed in the form of art, dance, music, and theatre.
3. After a group of students have performed a brief dramatization in class, discuss what music or visual element could enhance the performance. Try again with the enhancement.
4. Plan a question and answer period with performers after a live performance. Have students prepare questions regarding emotions portrayed, music, and visual elements.
5. Practice constructive criticism of personal performances and performances of others.
6. Discuss how a given dance evokes emotion. Brainstorm how this could be used in their own dramatizations.

PRIMARY OBJECTIVE D

The student is expected to analyze and compare theatre artists and their contributions.

SUGGESTED ACTIVITIES:

1. Feature and study a performing artist of the week or month such as Bill Cosby, Charlie Chaplin, Sir Lawrence Olivier, Meryl Streep.
2. Students research a theatre artist of their choice. Conclude the research project with the students “becoming” the artist creating a class live wax museum.
3. Hold a “Careers in the Arts” day.
4. Plan a discussion panel using various careers in theatre.