

**TEXAS ESSENTIAL KNOWLEDGE AND SKILLS  
FOR THEATRE ARTS, GRADE K**

**STRAND 1: PERCEPTION**

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

**GRADE K**

**PRIMARY OBJECTIVE A**

The student is expected to develop self-awareness through dramatic play;

**SUGGESTED ACTIVITIES:**

1. Help initiate dramatic play using familiar settings, e.g. store, school, hospital, and house.
2. Students create shapes with their bodies expressing a variety of emotions.
3. Have students “become” or take the shape of different objects, e.g. chair, scissors, popcorn, saltshaker, sizzling bacon, or waves on the ocean.

**PRIMARY OBJECTIVE B**

The student is expected to explore space, using expressive movement;

**SUGGESTED ACTIVITIES:**

1. Students create shapes in high, middle and low levels.
2. Students practice basic locomotor movements e.g. walk, run, hop, jump, leap, gallop, slide and skip.
3. Students participate in singing games and simple dances such as “The Hokey Pokey.”
4. Students act out a simple story in slow motion as the teacher narrates.

**PRIMARY OBJECTIVE C**

The student is expected to imitate sounds;

**SUGGESTED ACTIVITIES:**

1. Students pretend to be animals in a zoo while other students pretend they are on a field trip to the zoo.
2. Using construction paper “flippers”, children pretend to be seals. Let them balance balloons on their noses and make the flippers out of 9 x 12 sheets of construction paper stapled together on three sides.
3. Students sing a song like “Old MacDonald” and vocally make the farm animal sounds.
4. Using animal finger puppets, regular puppets, or stick puppets make the appropriate animal sounds to a song like “Old MacDonald” or “The Farmer in the Dell.”

**PRIMARY OBJECTIVE D**

The student is expected to imitate and recreate objects in dramatic play.

**SUGGESTED ACTIVITIES:**

1. Have students “become” or take the shape of different objects, e.g. chair, scissors, popcorn, saltshaker, sizzling bacon, or waves on the ocean.
2. Students will have a tea party with non-existent pottery.
3. Students recreate a room using their bodies to create the different objects found in the given room.

**STRAND 2: CREATIVE EXPRESSION/PERFORMANCE**

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

**GRADE K****PRIMARY OBJECTIVE A**

The student is expected to demonstrate safe use of movement and voice:

**SUGGESTED ACTIVITIES:**

1. Discuss the difference between movement and stillness.
2. Discuss “indoor voice,” “outdoor voice,” “speaker voice” and practice the difference.
3. Learn how to “freeze” or “stop” with self-control.
4. Define, practice and maintain personal space and/or bubble space.

**PRIMARY OBJECTIVE B**

The student is expected to assume roles through imitation and recreation:

**SUGGESTED ACTIVITIES:**

1. Dramatize simple stories, poems, rhymes, and finger plays.
2. Pantomime a given situation such as pushing a car out of the snow or a clown wearing big floppy shoes.
3. Role-play simple stories and familiar situations.
4. Discuss, practice, imitate good telephone greetings.

**PRIMARY OBJECTIVE C**

The student is expected to identify the characteristics of dramatic play;

**SUGGESTED ACTIVITIES:**

1. Discuss the meaning and/or explore elements such as pantomime, senses, and verbal interactions.
2. Discuss the elements of a story such as character, setting, problem, and solution. Read a story and pick out the elements together.
3. Provide a variety of costume pieces and allow the students to enjoy the act of trying on costumes and acting out personalities and characters totally unlike their own personality and character.

### **PRIMARY OBJECTIVE D**

The student is expected to participate in dramatic play.

#### **SUGGESTED ACTIVITIES:**

1. Role-play simple stories and familiar situations.
2. Dramatize simple stories, poems, rhymes, and finger plays.
3. Play a variety of music selections, have students show the emotion of the music through their face and body.

### **STRAND 3: CREATIVE EXPRESSION/PERFORMANCE**

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

#### **GRADE K**

### **PRIMARY OBJECTIVE A**

The student is expected to create playing space, using simple materials;

#### **SUGGESTED ACTIVITIES:**

1. Students create a variety of settings using cardboard boxes (puppet stage, kitchen, store, town, and jungle).
2. Students draw a picture of the setting to a simple story read to them by the teacher. (Draw the backdrop or scenery for a story like The Three Little Pigs.)

### **PRIMARY OBJECTIVE B**

The student is expected to create costumes, using simple materials;

#### **SUGGESTED ACTIVITIES:**

1. Given a scarf or other prop, students change/use scarf for something else.
2. Student share through a fashion show how they use an object such as a scarf (for example as a snake wrapped around their arm, a lasso, a turban.)
3. Using construction paper and geometric shapes, have students create their own costumes for a story such as Goldilocks and the Three Squares.

### **PRIMARY OBJECTIVE C**

The student is expected to plan dramatic play;

#### **SUGGESTED ACTIVITIES:**

1. Given a prompt, students create and improvise a simple story, such as going on a picnic.

2. Students create their own skit using finger puppets.
3. Students pantomime a given situation, e.g. buying and eating a slice of pizza.

#### **PRIMARY OBJECTIVE D**

The student is expected to cooperate with others in dramatic play.

#### **SUGGESTED ACTIVITIES:**

1. In pairs, students create their own skit with finger puppets.
2. In small groups, students act out simple stories such as The Three Little Pigs, Goldilocks and the Three Bears or The Gingerbread Man.

### **STRAND 4: HISTORICAL/CULTURAL HERITAGE**

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

#### **GRADE K**

#### **PRIMARY OBJECTIVE A**

The student is expected to play and replay real and imaginative situations of various cultures;

#### **SUGGESTED ACTIVITIES:**

1. Discuss and read about the first Thanksgiving, then role-play the meal.
2. Portray a day in the life of a Native American or a Pilgrim, etc.
3. Students will study and act out Native American customs such as scraping an animal hide, planting crops, riding a pony bare back, sculpting clay pots and sharpening pieces of flint into arrows.
4. Students will create their version of the Mexican Hat Dance.
5. Read the book Lon PoPo (the Chinese version of Little Red Riding Hood) and discuss the cultural differences in the story. Use paper sack puppets to act out parts of the story.

#### **PRIMARY OBJECTIVE B**

The student is expected to play and replay stories from American history.

#### **SUGGESTED ACTIVITIES:**

1. Discuss and read about the first Thanksgiving. Then role-play the meal.
2. Discuss the significance of dance to Native American cultures. Have students create their very own rain dance.
3. Pretend to be Johnny Appleseed planting seeds. Pretend to be a growing seed, a growing tree, a tree with heavy fruit on its branches.
4. Have students recreate the landing on the moon and the placing of the American flag there.

## **STRAND 5: RESPONSE/EVALUATION**

**The student responds to and evaluates theatre and theatrical performances.**

### **PRIMARY OBJECTIVE A**

The student is expected to begin to identify appropriate audience behavior;

#### **SUGGESTED ACTIVITIES:**

1. Have students draw what good audience behavior looks like.
2. Discuss and use visual cues to help students with appropriate audience behavior.

### **PRIMARY OBJECTIVE B**

The student is expected to respond to dramatic activities;

#### **SUGGESTED ACTIVITIES:**

1. After completing an activity, have students share what they liked.
2. After completing an activity, have students draw a picture of their favorite part. Share.
3. Record students when dramatizing in class. After viewing themselves, have students share what they liked best or what they would change.
4. Read and act out two similar stories such as Goldilocks and the Three Bears and Goldilocks and the Three Squares. After acting out both, compare and contrast the two versions.

### **PRIMARY OBJECTIVE C**

The student is expected to demonstrate awareness of the use of music, creative movement and visual components in dramatic play:

#### **SUGGESTED ACTIVITIES:**

1. After a simple story has been acted out, discuss what kind of music or colors would go along with the story and why.
2. Play a variety of music selections, have students show the emotion of the music through their movements.

### **PRIMARY OBJECTIVE D**

The student is expected to observe the performance of artists and identify theatrical vocations.

#### **SUGGESTED ACTIVITIES:**

1. Compare the similarities and/or differences of various presentations such as dance, television, movies or theatre.)
2. Discuss the vocations of actor, director, dancer, make-up artist and writer.