

DRAFT



PENINSULA SCHOOL DISTRICT

Theatre Curriculum

Grades K-5

MATRIX

**PENINSULA SCHOOL DISTRICT
Theatre Curriculum Grades K – 5
MATRIX**

Draft



1. The student understands and applies arts knowledge and skills (Essential Academic Learning Requirement)

(EALR)	A Peninsula Kindergarten student will: (from the Frameworks)	A Peninsula 1 st grade student will: (from the Frameworks)	A Peninsula 2 nd grade student will: (from the Frameworks)	A Peninsula 3 rd grade student will: (from the Frameworks)	A Peninsula 4th grade student will: (from the Frameworks)	A Peninsula 5 th grade student will: (from the Frameworks)
1.1.1 Understand arts concepts and vocabulary						
<u>Elements</u> <i>character</i> <i>setting</i> <i>dialogue</i> <i>conflict</i> <i>action</i>	<ul style="list-style-type: none"> • Identify main character(s) • Identify general setting • Identify general action in a scene/play/story 	<ul style="list-style-type: none"> • Identify main and minor character(s) • Identify the time and place of setting • Identify main action in a scene/play/story 	<ul style="list-style-type: none"> • Identify and describe main and minor character(s) • Identify and describe time and place of setting • Identify and describe main and minor action in a scene/play/story 	<ul style="list-style-type: none"> • Identify character traits of the main character(s) • Identify differences between real and fantasy settings • Identify the sequence of actions within a scene/play/story 	<ul style="list-style-type: none"> • Identify and describe character(s) within a scene/play • Identify and describe locations within the setting of a scene/play • Identify and describe probable actions leading to conflict resolution within a scene/play 	Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts <ul style="list-style-type: none"> • Identify and describe character traits within a scene/play • Identify and describe the use of mood within the setting a scene/play • Identify and describe the sequence of actions that make up the beginning middle and end of a scene/play

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1.1.2 Understand arts concepts and vocabulary						
<u>Principles of Organization</u> <i>plot design theme</i>	<ul style="list-style-type: none"> • Identify main events in a scene/play/story • Identify simple costumes and props in a scene/play/story 	<ul style="list-style-type: none"> • Identify the beginning, middle, and end in a scene/play/story • Describe simple costumes and props in a scene/play/story 	<ul style="list-style-type: none"> • Retells basic plot with details of a scene/play/story • Identify appropriate costumes and props within a scene/play/story 	<ul style="list-style-type: none"> • Identify the conflict and resolution in a scene/play/story • Identify sounds used to communicate setting and character in a scene/play/story 	<ul style="list-style-type: none"> • Identify probable conflict resolutions within a scene/play • Identify and describe sounds in a scene/play • Identify the main idea of a scene/play 	<p>Benchmark 1 Identify and use visual art, dance, theatre, and music vocabulary and concepts</p> <ul style="list-style-type: none"> • Identify multiple conflict resolutions within a plot in a scene/play • Identify and describe costume, set, props, sound as elements of design in a scene/play • Compare and contrast main ideas in multiple scenes/plays

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1.2 Develop arts skills and techniques						
	<ul style="list-style-type: none"> • Imitate and use vocal sounds • Imitate and use movement • Identify the 5 basic senses 	<ul style="list-style-type: none"> • Use voice to produce rhythmic language patterns • Use simple movements to imitate character • Recall and describe different feelings (i.e., glad, sad, mad) • Contribute to dramatic play 	<ul style="list-style-type: none"> • Speak with a range of volume within dramatic activities (e.g., loud-soft, high-low) • Use movements to communicate character • Identify character’s feelings • Contribute to solving a dramatic problem 	<ul style="list-style-type: none"> • Use articulation, pronunciation, and enunciation in dramatic activities • Demonstrate a range of movements to create character • Use appropriate feelings to create character • Work with a partner to solve a dramatic problem 	<ul style="list-style-type: none"> • Select and use specific vocal qualities (e.g., volume, diction, rate, pitch, tone) in dramatic activities • Select and use specific movements in dramatic activities • Use emotional and sensory recall to create character • Work within a small group to solve a dramatic problem • Identify focus techniques that enhance dramatic performances 	<p>Benchmark 1 Identify and use basic arts skills and techniques</p> <ul style="list-style-type: none"> • Identify and use voice to communicate character • Identify and use movement to communicate character • Identify and use emotional and sensory recall to create character • Identify and use ensemble skills in scene/play • Identify and use appropriate focus techniques while participating in a scene/play
1.3 Understand and apply arts styles from various artists, cultures, and times						
	<ul style="list-style-type: none"> • Describe a specific artwork 	<ul style="list-style-type: none"> • Describe the differences between two artworks 	<ul style="list-style-type: none"> • Recognize that artworks have differing styles 	<ul style="list-style-type: none"> • Describe the differences in style between two artworks 	<ul style="list-style-type: none"> • Describe the attributes of artworks used by specific artists or cultures 	<p>Benchmark 1 Identify specific attributes of art works of various artists, cultures, and times using arts vocabulary</p>
1.4 Apply audience skills in a variety of arts settings and performances						
	<ul style="list-style-type: none"> • Demonstrate self control 	<ul style="list-style-type: none"> • Demonstrate how to focus attention 	<ul style="list-style-type: none"> • Demonstrate active listening/viewing skills 	<ul style="list-style-type: none"> • Demonstrate audience response skills 	<ul style="list-style-type: none"> • Demonstrate respect for the artist 	<p>Benchmark 1 Demonstrate audience conventions in a variety of arts setting and performances</p>

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2. The student demonstrate thinking skills using artistic processes (Essential Academic Learning Requirement)

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2.1 Apply a creative process in the arts						
<ul style="list-style-type: none"> • Conceptualize the content or purpose • Gather information from diverse sources • Develop ideas and techniques • Organize arts elements, forms, and/or principles into a creative work • Reflect for the purpose of elaboration and self evaluation • Refine work based on feedback • Present work to others 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a creative process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process 	<p>Benchmark 1 Develop work using a creative process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills and techniques through a creative process

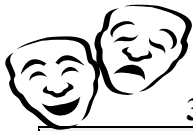
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2.2 Apply a performance process in the arts						
<ul style="list-style-type: none"> • Identify audience and purpose • Select artistic work (repertoire) to perform • Analyze the structure and background of work • Interpret by developing a personal approach to the work • Rehearse, adjust, and refine through evaluation and problem solving • Present work for others • Reflect and evaluate 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process 	<p>Benchmark 1 Develop work using a performance process with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a performance process
2.3 Apply a responding process to an arts presentation						
<ul style="list-style-type: none"> • Engage actively and purposefully • Describe what is seen and/or heard • Analyze how the elements are arranged and organized • Interpret based on descriptive properties • Evaluate using supportive evidence and criteria 	<ul style="list-style-type: none"> • Apply arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process 	<p>Benchmark 1 Apply a responding process to an arts presentation with instructor direction</p> <ul style="list-style-type: none"> • Apply previously learned arts concepts, vocabulary, skills, and techniques through a responding process

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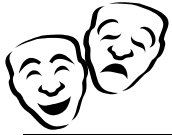


3. The student communicates through the arts (Essential Academic Learning Requirement)

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3.1 Use the arts to express and present ideas and feelings						
	<ul style="list-style-type: none"> Recognize that feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how feelings are expressed through the arts 	<ul style="list-style-type: none"> Recognize that ideas and feelings can be expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas are expressed through the arts 	<ul style="list-style-type: none"> Identify how ideas and feelings are expressed through the arts 	Benchmark 1 Express ideas and feelings through the arts
3.2 Use the arts to communicate for a specific purpose						
	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., commemorate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., entertain) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., tell a story) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., inform, motivate) 	<ul style="list-style-type: none"> Use the arts to communicate for a specific purpose (e.g., share traditions, ceremonies) 	Benchmark 1 Create and/or perform an artwork to communicate for a given purpose with instructor direction
3.3 Develop personal aesthetic criteria to communicate artistic choices						
	<ul style="list-style-type: none"> Use personal favorites in artwork 	<ul style="list-style-type: none"> Identify personal aesthetic choices 	<ul style="list-style-type: none"> Recognize the aesthetic choices of others 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by environment and experience 	<ul style="list-style-type: none"> Recognize that aesthetic choices are influenced by culture 	Benchmark 1 Explain how personal aesthetic criteria is reflected in artwork

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4. The student makes connections within and across the arts, to other disciplines, life, cultures, and work
(Essential Academic Learning Requirements)

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4.1 Demonstrate and analyze the connections among the arts disciplines						
	<ul style="list-style-type: none"> Recognize arts concepts in multiple art disciplines (i.e., pattern) 	<ul style="list-style-type: none"> Identify and demonstrate common concepts through arts disciplines (i.e., rhythm) 	<ul style="list-style-type: none"> Demonstrate how an idea can be presented through various arts disciplines 	<ul style="list-style-type: none"> Identify common compositional elements through arts disciplines (i.e., beginning-middle-end, thematic developments, ABA, motif) 	<ul style="list-style-type: none"> Demonstrate skills and processes common among arts disciplines (i.e., creating, practicing, performing, exhibiting, collaborating) 	Benchmark 1 Describe skills, concepts, and vocabulary common among arts disciplines
4.2 Demonstrate and analyze the connections between the arts and other content areas						
	<ul style="list-style-type: none"> Recognize that art concepts occur in other content areas 	<ul style="list-style-type: none"> Identify concepts and vocabulary common to the arts and other content areas 	<ul style="list-style-type: none"> Demonstrate concepts common to the arts and other content areas 	<ul style="list-style-type: none"> Apply arts knowledge and skills to reinforce learning in other content areas 	<ul style="list-style-type: none"> Identify steps of processes common to the arts and other content areas (i.e., creative writing and scientific processes) 	Benchmark 1 Identify skills, concepts, and vocabulary common to the arts and other content areas
4.3 Understand how the arts impact lifelong choices						
	<ul style="list-style-type: none"> Identify examples of arts in the classroom/school 	<ul style="list-style-type: none"> Identify how the arts impact home/family choices 	<ul style="list-style-type: none"> Identify examples of arts in the community 	<ul style="list-style-type: none"> Identify how the arts impact choice of activities outside of school 	<ul style="list-style-type: none"> Identify and analyze how the arts impact consumer choices 	Benchmark 1 Analyze how the arts impact personal and community choices
4.4 Understand that the arts shape and reflect culture and history						
	<ul style="list-style-type: none"> Describe a specific artwork in the classroom/school 	<ul style="list-style-type: none"> Describe a specific artwork from home/family 	<ul style="list-style-type: none"> Describe a specific artwork in the community 	<ul style="list-style-type: none"> Recognize that artworks reflect culture 	<ul style="list-style-type: none"> Identify general attributes of artworks from a specific culture 	Benchmark 1 Identify specific attributes of artworks that reflect culture
4.5 Demonstrate knowledge of arts careers and the role of arts skills in the world of work						
	<ul style="list-style-type: none"> Follow directions when prompted on assigned tasks 	<ul style="list-style-type: none"> Practice safety habits using tools and materials appropriately 	<ul style="list-style-type: none"> Maintain focus and demonstrate perseverance 	<ul style="list-style-type: none"> Identify career roles in the arts Meet goals and deadlines to complete work 	<ul style="list-style-type: none"> Practice/rehearse to refine arts skills 	Benchmark 1 Describe career roles in the arts <ul style="list-style-type: none"> Demonstrate arts skills used in the world of work