

# Theater: Grade 3

Adopted 2006

## Produce

**1. Use the primary tools of mind, body, and voice in an appropriate characterization for a simple classroom production.**

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**2. Identify the purpose of movement in a dramatic production.**

- Using high-, medium-, and low-level areas in space
  - Using body sculpture or the freeze technique to create a tableau by freezing the action of a scene
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**3. Create ideas for alternate settings, characters, and endings for a dramatic production.**

- Staging classroom dramatizations in a variety of ways
  - Demonstrating movement to explore thoughts, feelings, and roles from literature, life, and history
  - Working cooperatively in a group setting to plan a dramatic production
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**4. Dramatize universal subjects and ideas in stories from different cultures.**

- Depicting characters from diverse historical periods and cultures
  - Explaining how theatre reflects life
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## Respond

**5. Identify an emotion evoked by performers during a production.**

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**6. Identify different elements in a theatrical performance.**

- Describing characters, their relationships, and their environments
  - Analyzing a classroom dramatization or theatre production to determine how movement, music, and visual elements are used to enhance mood
  - Distinguishing between appropriate and inappropriate audience behavior
  - Explaining differences between audience space and performance space
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**7. Evaluate the effectiveness of the theatrical elements of a performance using accurate, respectful, supportive, and constructive comments.**

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**8. Describe effects that sounds, movements, and visual images have on an audience.**

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## Understand

9. Identify various forms of dramatic media and ways in which they have evolved over time.

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10. Identify ways in which the arts are used for personal pleasure and enrichment.

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11. Illustrate concepts from other content areas through the use of dramatization.