

Theater: Grade 1

Adopted 2010

Critical Thinking and Reflection

Cognition and reflection are required to appreciate, interpret, and create with artistic intent.

1. Create a story and act it out, using a picture of people, animals, or objects as the inspiration. [TH.1.C.1.1](#)
2. Draw a picture from a favorite story and share with the class why the scene was important to the story. [TH.1.C.1.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Create a story from a picture of people, animals, and/or objects. [TH.1.C.1.IN.A](#)
- b. Draw a picture from a favorite story and share with the class. [TH.1.C.1.IN.B](#)

Supported

- a. Recognize the primary character or feature in a picture related to a story. [TH.1.C.1.SU.A](#)
- b. Draw a picture from a favorite story. [TH.1.C.1.SU.B](#)

Participatory

- a. Attend to pictures, objects, or dramatizations related to a story. [TH.1.C.1.PA.A](#)
- b. Select a picture from a favorite story. [TH.1.C.1.PA.B](#)

Assessing our own and others' artistic work, using critical-thinking, problem-solving, and decision-making skills, is central to artistic growth.

1. Discuss what worked well and what didn't work well after acting out a story. [TH.1.C.2.1](#)
2. Identify elements of an effective performance. [TH.1.C.2.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Express an opinion about selected theatre performances. [TH.1.C.2.IN.A](#)
- b. Identify an element of an effective performance. [TH.1.C.2.IN.B](#)

Supported

- a. Participate in acting out a story. [TH.1.C.2.SU.A](#)
- b. Recognize an element of an effective performance. [TH.1.C.2.SU.B](#)

Participatory

- a. Attend to stories that are acted out. [TH.1.C.2.PA.A](#)
- b. Recognize elements of a performance. [TH.1.C.2.PA.B](#)

The processes of critiquing works of art lead to development of critical-thinking skills transferable to other contexts.

1. Share opinions about selected plays. [TH.1.C.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Express an opinion about selected theatre performances and media. [TH.1.C.3.IN.A](#)

Supported

- a. Identify preferred simple theatre performances and media. [TH.1.C.3.SU.A](#)

Participatory

- a. Explore theatre performances and media. [TH.1.C.3.PA.A](#)
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Skills, Techniques, and Processes

The arts are inherently experiential and actively engage learners in the processes of creating, interpreting, and responding to art.

1. Exhibit appropriate audience etiquette and response. [TH.1.S.1.1](#)
2. Demonstrate the differences between play-acting, pretending, and real life. [TH.1.S.1.2](#)
3. Explain personal preferences related to a performance. [TH.1.S.1.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify audience behavior required to attend a theatrical performance. [TH.1.S.1.IN.A](#)
- b. Participate in play-acting and pretending. [TH.1.S.1.IN.B](#)
- c. Express an opinion about selected theatre performances. [TH.1.S.1.IN.C](#)

Supported

- a. Imitate an audience response to a theatrical production. [TH.1.S.1.SU.A](#)
- b. Participate in play-acting. [TH.1.S.1.SU.B](#)
- c. Identify preferred simple theatre performances. [TH.1.S.1.SU.C](#)

Participatory

- a. Attend to audience behaviors during theatrical performances. [TH.1.S.1.PA.A](#)
- b. Participate in pretend activities. [TH.1.S.1.PA.B](#)
- c. Explore theatre performances. [TH.1.S.1.PA.C](#)

Development of skills, techniques, and processes in the arts strengthens our ability to remember, focus on, process, and sequence information.

1. Collaborate with others to present scenes from familiar stories. [TH.1.S.2.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Contribute to collaborative theatrical performance. [TH.1.S.2.IN.A](#)

Supported

- a. Demonstrate cooperative play behaviors. [TH.1.S.2.SU.A](#)

Participatory

- a. Attend to tasks related to theatre. [TH.1.S.2.PA.A](#)

Through purposeful practice, artists learn to manage, master, and refine simple, then complex, skills and techniques.

1. Use simple acting techniques to portray a person, place, action, or thing. [TH.1.S.3.1](#)
2. Describe characters and plot development discovered during dramatic play. [TH.1.S.3.2](#)
3. Distinguish stage space from audience space to show understanding of the physical relationship between audience and actor in performance. [TH.1.S.3.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Demonstrate qualities of a character, setting, or action. [TH.1.S.3.IN.A](#)
- b. Distinguish stage space from audience space. [TH.1.S.3.IN.B](#)

Supported

- a. Explore a variety of story characters, settings, and actions. [TH.1.S.3.SU.A](#)
- b. Identify stage space and audience space. [TH.1.S.3.SU.B](#)

Participatory

- a. Attend to story characters, settings, and actions. [TH.1.S.3.PA.A](#)
 - b. Recognize stage space. [TH.1.S.3.PA.B](#)
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Organizational Structure

Understanding the organizational structure of an art form provides a foundation for appreciation of artistic works and respect for the creative process.

1. Demonstrate how the parts of the story go together by acting out a story with a beginning, middle, and end. [TH.1.O.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify the beginning, middle, and end of a story. [TH.1.O.1.IN.A](#)

Supported

- a. Recognize the beginning, middle, and end of a story. [TH.1.O.1.SU.A](#)

Participatory

- a. Attend to the beginning and end of a story. [TH.1.O.1.PA.A](#)

The structural rules and conventions of an art form serve as both a foundation and departure point for creativity.

1. Describe in words or by drawing a picture, the most exciting part in the story line of a play. [TH.1.0.2.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Describe, in words or a picture, a major event in a story. [TH.1.0.2.IN.A](#)

Supported

- a. Recognize a major event in a story. [TH.1.0.2.SU.A](#)

Participatory

- a. Attend to a major event in a performance. [TH.1.0.2.PA.A](#)
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Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.

1. Compare a play to an animated movie that tells the same story. [TH.1.0.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify characteristics of theatre in television and movies. [TH.1.0.3.IN.A](#)

Supported

- a. Explore theatrical elements in television and movies. [TH.1.0.3.SU.A](#)

Participatory

- a. Explore television and movies. [TH.1.0.3.PA.A](#)
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Historical and Global Connections

Through study in the arts, we learn about and honor others and the worlds in which they live(d).

1. Identify characters in stories from various cultures. [TH.1.H.1.1](#)
2. Describe how people respond to special events in the community. [TH.1.H.1.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Pretend to be a character from another culture. [TH.1.H.1.IN.A](#)
- b. Demonstrate how people respond to a variety of events. [TH.1.H.1.IN.B](#)

Supported

- a. Explore stories of diverse cultures. [TH.1.H.1.SU.A](#)
- b. Respond to a variety of events. [TH.1.H.1.SU.B](#)

Participatory

- a. Attend to stories of diverse cultures. [TH.1.H.1.PA.A](#)
- b. Attend to a variety of events. [TH.1.H.1.PA.B](#)

The arts reflect and document cultural trends and historical events, and help explain how new directions in the arts have emerged.

1. Re-tell a story, demonstrating respect, from a culture other than one's own. [TH.1.H.2.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize stories describing cultures other than our own. [TH.1.H.2.IN.A](#)

Supported

- a. Explore stories of diverse cultures. [TH.1.H.2.SU.A](#)

Participatory

- a. Attend to stories of diverse cultures. [TH.1.H.2.PA.A](#)

Connections among the arts and other disciplines strengthen learning and the ability to transfer knowledge and skills to and from other fields.

1. Identify similarities between plays and stories. [TH.1.H.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize similarities between plays and stories. [TH.1.H.3.IN.A](#)

Supported

- a. Explore the characters in a play and story. [TH.1.H.3.SU.A](#)

Participatory

- a. Attend to the reading of stories. [TH.1.H.3.PA.A](#)
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Innovation, Technology, and the Future

Creating, interpreting, and responding in the arts stimulate the imagination and encourage innovation and creative risk-taking.

1. Pretend to be an animal or person living in an imagined place. [TH.1.F.1.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Demonstrate a variety of character qualities. [TH.1.F.1.IN.A](#)

Supported

- a. Explore a variety of story characters. [TH.1.F.1.SU.A](#)

Participatory

- a. Attend to a variety of story characters. [TH.1.F.1.PA.A](#)

The 21st-century skills necessary for success as citizens, workers, and leaders in a global economy are embedded in the study of the arts.

1. Describe and discuss how to work together as actors. [TH.1.F.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Contribute to collaborative tasks related to theatre. [TH.1.F.3.IN.A](#)

Supported

- a. Demonstrate cooperative dramatic play behaviors. [TH.1.F.3.SU.A](#)

Participatory

- a. Attend to tasks related to theatre. [TH.1.F.3.PA.A](#)