

# Theater: Grade 3

Adopted 2010

## Critical Thinking and Reflection

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

1. Create an imaginative costume piece or prop out of everyday items found around the classroom or at home and use it as the basis to tell an original story. **TH.3.C.1.1**
2. Watch a play and describe how the elements of light, costumes, props, and sound influence the mood of the production. **TH.3.C.1.2**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Create a costume piece or prop out of everyday items found around the classroom or at home and use it to tell a story. **TH.3.C.1.IN.A**
- b. Identify story characters or features by their sounds and movements. **TH.3.C.1.IN.B**

Supported

- a. Create a costume piece or prop out of everyday items found around the classroom or at home. **TH.3.C.1.SU.A**
- b. Recognize story characters or features by their sounds and movements. **TH.3.C.1.SU.B**

Participatory

- a. Contribute to the creation of a costume piece or prop out of everyday items found around the classroom or at home. **TH.3.C.1.PA.A**
- b. Associate selected sounds and movements with story characters or features. **TH.3.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. Revise a formal or informal performance after receiving a critique. [TH.3.C.2.1](#)
2. Discuss the meaning of an artistic choice to support development of critical thinking and decision-making skills. [TH.3.C.2.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Refine a variety of simple performances using feedback from others. [TH.3.C.2.IN.A](#)
- b. Identify an artistic choice to support development of decision-making skills. [TH.3.C.2.IN.B](#)

Supported

- a. Refine simple presentations using feedback from others. [TH.3.C.2.SU.A](#)
- b. Examine an artistic choice that supports a decision. [TH.3.C.2.SU.B](#)

Participatory

- a. Refine communication skills using feedback from others. [TH.3.C.2.PA.A](#)
- b. Recognize an artistic choice. [TH.3.C.2.PA.B](#)

---

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

1. Discuss the techniques that help create an effective theatre work. [TH.3.C.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify props, costumes, and dialogue that support a story. [TH.3.C.3.IN.A](#)

Supported

- a. Recognize props, costumes, and dialogue that support a story. [TH.3.C.3.SU.A](#)

Participatory

- a. Respond to props or costumes that support a story. [TH.3.C.3.PA.A](#)
-

## Skills, Techniques, and Processes

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

1. Demonstrate effective audience etiquette and constructive criticism for a live performance. **TH.3.S.1.1**
2. Compare a theatrical performance with real life and discuss how theatre makes pretense seem like real life. **TH.3.S.1.2**
3. Evaluate a performance, using correct theatre terms, and give specific examples to support personal opinions. **TH.3.S.1.3**

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Identify characteristics of proper audience etiquette. **TH.3.S.1.IN.A**
- b. Explain the differences between play-acting, pretense, and real life. **TH.3.S.1.IN.B**
- c. Critique a variety of simple theatrical productions using defined criteria. **TH.3.S.1.IN.C**
- b. Discuss how selected elements support artistic intent in a theatrical performance. **TH.4.S.1.IN.B**

##### Supported

- a. Recognize characteristics of proper audience etiquette. **TH.3.S.1.SU.A**
- b. Identify the differences between play-acting, pretense, and real life. **TH.3.S.1.SU.B**
- c. Critique a variety of familiar theatrical productions using a teacher-selected criterion. **TH.3.S.1.SU.C**

##### Participatory

- a. Attend to a variety of performances. **TH.3.S.1.PA.A**
- b. Identify differences between play-acting and real life. **TH.3.S.1.PA.B**
- c. Select preferred familiar theatrical media. **TH.3.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. Discuss the process and responsibilities in creating a play and then apply them to collaborate and create a simple production. [TH.3.S.2.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Complete one or more components related to collaborative theatrical projects. [TH.3.S.2.IN.A](#)

Supported

- a. Contribute to collaborative theatrical projects. [TH.3.S.2.SU.A](#)

Participatory

- a. Explore tasks related to theatre. [TH.3.S.2.PA.A](#)

---

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

1. Create and sustain imagined characters and relationships, using basic acting skills, to tell a simple story. **TH.3.S.3.1**
2. Use information gained from research to shape the creation of a character. **TH.3.S.3.2**
3. Describe elements of dramatic performance that produce an emotional response in oneself or an audience. **TH.3.S.3.3**
4. Describe the relationships between scenery, properties, lighting, sound, costumes, and makeup in dramatic scenes and informal play productions. **TH.3.S.3.4**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Pretend to be someone or something else using basic acting skills. **TH.3.S.3.IN.A**
- b. Create a character from a simple story using basic acting skills. **TH.3.S.3.IN.B**
- c. Identify selected elements of dramatic performance that produce an emotional response in oneself or an audience. **TH.3.S.3.IN.C**
- d. Identify props, costumes, and dialogue that support a story. **TH.3.S.3.IN.D**

Supported

- a. Demonstrate a characteristic of someone or something else. **TH.3.S.3.SU.A**
- b. Re-create a character from a simple story using basic acting skills. **TH.3.S.3.SU.B**
- c. Recognize selected elements of dramatic performance that produce an emotional response in oneself or an audience. **TH.3.S.3.SU.C**
- d. Recognize props, costumes, and dialogue that support a story. **TH.3.S.3.SU.D**

Participatory

- a. Associate a part of someone or something with its whole. **TH.3.S.3.PA.A**
  - b. Respond to a character in a simple story. **TH.3.S.3.PA.B**
  - c. Associate a selected element of a dramatic performance with an emotional response. **TH.3.S.3.PA.C**
  - d. Respond to props or costumes that support a story. **TH.3.S.3.PA.D**
-

## 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. Describe how an actor creates a character. [TH.3.0.1.1](#)
2. Discuss why costumes and makeup are used in a play. [TH.3.0.1.2](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Identify what an actor does in a performance. [TH.3.0.1.IN.A](#)
- b. Identify costumes and makeup used in a play. [TH.3.0.1.IN.B](#)

##### Supported

- a. Recognize what an actor does in a performance. [TH.3.0.1.SU.A](#)
- b. Recognize costumes and makeup used in a play. [TH.3.0.1.SU.B](#)

##### Participatory

- a. Attend to the action in a performance. [TH.3.0.1.PA.A](#)
- b. Attend to costumes and makeup used in a play. [TH.3.0.1.PA.B](#)

---

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

1. Describe what happened in a play, using age-appropriate theatre terminology. [TH.3.0.2.1](#)
2. Collaborate to create a collage to show the emotion(s) of a particular story or play. [TH.3.0.2.2](#)

#### Access Point for Students with Significant Cognitive Disabilities

##### Independent

- a. Sequence the beginning, middle, and end of a performance. [TH.3.0.2.IN.A](#)
- b. Follow steps to create a collage to show an emotion in a particular story or play. [TH.3.0.2.IN.B](#)

##### Supported

- a. Sequence the beginning and end of a performance. [TH.3.0.2.SU.A](#)
- b. Contribute to the creation of a collage to show the emotion(s) of a particular story or play. [TH.3.0.2.SU.B](#)

##### Participatory

- a. Recognize a major event in a performance. [TH.3.0.2.PA.A](#)
- b. Identify items to include in the creation of a collage to show an emotion. [TH.3.0.2.PA.B](#)

---

**Every art form uses its own unique language, verbal and non-verbal, to document and communicate with the world.**

1. Compare the characteristics of theatre to television and movies. [TH.3.0.3.1](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify similarities and differences between theatre and other art forms. [TH.3.0.3.IN.A](#)

Supported

- a. Recognize a similarity and difference between theatre and other art forms. [TH.3.0.3.SU.A](#)

Participatory

- a. Recognize a variety of art forms. [TH.3.0.3.PA.A](#)
- 

**Historical and Global Connections**

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

1. Understand how cultural differences are expressed through character, environment, and theme. [TH.3.H.1.1](#)
2. Interview an adult and create a story from his or her life using any theatrical form. [TH.3.H.1.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize the influence of culture on character and environment. [TH.3.H.1.IN.A](#)

- b. Create a simple story based on an experience of self or other. [TH.3.H.1.IN.B](#)

Supported

- a. Associate character and environment with selected cultures. [TH.3.H.1.SU.A](#)

- b. Re-tell a simple story based on an experience of self or other. [TH.3.H.1.SU.B](#)

Participatory

- a. Recognize different characters and environments. [TH.3.H.1.PA.A](#)

- b. Contribute to the creation of a simple story based on an experience of self or other. [TH.3.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. Identify geographical or cultural origins of stories. **TH.3.H.2.1**
2. Create and tell a story, fable, or tale. **TH.3.H.2.2**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Recognize the influence of culture on character and environment. **TH.3.H.2.IN.A**
- b. Create a simple story based on an experience of self or other. **TH.3.H.2.IN.B**

Supported

- a. Associate character and environment with selected cultures. **TH.3.H.2.SU.A**
- b. Re-tell a simple story based on an experience of self or other. **TH.3.H.2.SU.B**

Participatory

- a. Recognize different characters and environments. **TH.3.H.2.PA.A**
- b. Contribute to the creation of a simple story based on an experience of self or other. **TH.3.H.2.PA.B**

---

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

1. Identify interpersonal skills that are learned through participation in a play. [TH.3.H.3.1](#)
2. Discuss differences between stories that are presented in different modes or time periods. [TH.3.H.3.2](#)
3. Plan and perform a simple performance based on a theme from another content area. [TH.3.H.3.3](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Identify a skill necessary for cooperative activities. [TH.3.H.3.IN.A](#)
- b. Identify a difference in a story when told in different modes. [TH.3.H.3.IN.B](#)
- c. Create a simple story based on another content area. [TH.3.H.3.IN.C](#)

Supported

- a. Recognize a skill necessary for cooperative activities. [TH.3.H.3.SU.A](#)
- b. Recognize a difference in a story when told in different modes. [TH.3.H.3.SU.B](#)
- c. Re-tell a simple story based on another content area. [TH.3.H.3.SU.C](#)

Participatory

- a. Attend to skills necessary for cooperative interaction. [TH.3.H.3.PA.A](#)
- b. Attend to a story told in different modes. [TH.3.H.3.PA.B](#)
- c. Contribute to the creation of a simple story based on another content area. [TH.3.H.3.PA.C](#)

---

**Innovation, Technology, and the Future**

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

1. Create and/or collect appropriate props and costumes and use them to help tell a story. [TH.3.F.1.1](#)
2. Arrange classroom furniture to create an environment for a story. [TH.3.F.1.2](#)

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Create, interpret, and respond to props and costumes that support a story. [TH.3.F.1.IN.A](#)

Supported

- a. Create, interpret, or respond to props and costumes that support a story. [TH.3.F.1.SU.A](#)

Participatory

- a. Explore a variety of props and costumes that support a story. [TH.3.F.1.PA.A](#)

---

**Careers in and related to the arts significantly and positively impact local and global economies.**

1. Identify non-theatre professions that require the same skills as are used in theatre. **TH.3.F.2.1**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Transfer a skill necessary for cooperative activities to another field. **TH.3.F.2.IN.A**

Supported

- a. Associate a skill necessary for cooperative activities with another field. **TH.3.F.2.SU.A**

Participatory

- a. Attend to skills necessary for cooperative interaction. **TH.3.F.2.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. Participate in a collaborative project to create a theatrical performance and reflect on the experience. **TH.3.F.3.1**

Access Point for Students with Significant Cognitive Disabilities

Independent

- a. Sequence two or more components related to individual or collaborative theatrical projects. **TH.3.F.3.IN.A**

Supported

- a. Complete one or more components of individual or collaborative theatrical projects. **TH.3.F.3.SU.A**

Participatory

- a. Contribute to collaborative tasks related to theatre. **TH.3.F.3.PA.A**