

# STATE OF CALIFORNIA VISUAL & PERFORMING ARTS CONTENT STANDARDS & STRANDS

## *At-A-Glance: Theatre*

Grade Level: K – 3, 6

- 1.0 Artistic Perception:** Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.
- 2.0 Creative Expression:** Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and perform in them
- 3.0 Historical and Cultural Context:** Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
- 4.0 Aesthetic Valuing:** Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.
- 5.0 Connections, Relationships, and Applications:** Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.

*Condensed version edited by Music Center Education Division*  
*Complete VAPA Content Standards for Pre-K - 12th grades available at: <http://www.cde.ca.gov/shsd/arts>*

**KINDERGARTEN****THEATRE**

<b>Basic Theatre Elements &amp; Concepts</b> Actor, character, cooperation, setting, the five senses, audience, theatre games, real vs. imaginary	<b>Theatrical Forms</b> Pantomime, improvisation, role-playing	<b>Identify Tools</b> Costumes, props
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**Artistic Perception****1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Theatre****- *Development of the Vocabulary of Theatre; Comprehension & Analysis of the Elements of Theatre***

- 1.1 Use the vocabulary of theatre, such as *actor, character, cooperation, setting, the five senses, and audience*, to describe theatrical experiences.
- 1.2 Identify differences between real people and imaginary characters.

**Creative Expression****2.0 Creating, Performing, & Participating in Theatre****- *Development of Theatrical Skills; Creation/Invention in Theatre***

- 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).
- 2.2 Perform group pantomimes and improvisations to retell familiar stories.
- 2.3 Use costumes and props in role playing.

**Historical & Cultural Context****3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre****- *Role and Cultural Significance of Theatre***

- 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times.
- 3.2 Portray different community members, such as firefighters, family, teachers, and clerks through role-playing activities.

**Aesthetic Valuing****4.0 Responding to, Analyzing, & Making Judgments about Works in Theatre****- *Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre***

- 4.1 Respond appropriately to a theatrical experience as an audience member.
- 4.2 Compare a real story with a fantasy story.

**Connection, Relations, Applications****5.0 Connecting & Applying What is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms & Subject Areas and to Careers****- *Connections and Applications; Careers and Career-Related Skills***

- 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary such as fast, slow, in, on, through, over, under.
- 5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

<b>Basic Theatre Elements &amp; Concepts</b> Play, plot, improvisation, pantomime, stage, character, audience, beginning/middle/end	<b>Theatrical Forms</b> Pantomime, tableau, improvisation	<b>Identify Tools</b> Props, costumes, masks, sets, tableau
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**Artistic Perception****1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Theatre****- *Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre***

- 1.1 Use the vocabulary of theatre, such as *play, plot (beginning, middle, and end), improvisation, pantomime, stage, character, and audience*, to describe theatrical experiences.
- 1.2 Observe and describe the traits of character.

**Creative Expression****2.0 Creating, Performing, & Participating in Theatre****- *Development of Theatrical Skills, Creation/Invention in Theatre***

- 2.1 Demonstrate skills in pantomime, tableau, and improvisation.
- 2.2 Dramatize or improvise familiar simple stories from classroom literature or life experiences, incorporating plot (beginning, middle, and end) and using a tableau or pantomime.

**Historical & Cultural Context****3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre****- *Role and Cultural Significance of Theatre; History of Theatre***

- 3.1 Identify the cultural and geographic origins of stories.
- 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
- 3.3 Describe the roles and responsibilities of audience and actor.

**Aesthetic Valuing****4.0 Responding to, Analyzing, & Making Judgments about Works in Theatre****- *Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre***

- 4.1 Describe what was liked about a theatrical work or a story.
- 4.2 Identify and discuss emotional reactions to a theatrical experience.

**Connection, Relations, Applications****5.0 Connecting & Applying What is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms & Subject Areas and to Careers****- *Connections and Applications; Careers and Career-Related Skills***

- 5.1 Apply the theatrical concept of beginning, middle, and end to other content areas. For example, act out the life cycle of a butterfly.
- 5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

<b>Basic Theatre Elements &amp; Concepts</b> Plot, scene, sets, conflict, script, audience	<b>Theatrical Forms</b> Story-telling, improvising representation	<b>Identify Tools</b> Voice, gesture, facial expressions, movement
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**Artistic Perception****1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Theatre****- *Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre***

- 1.1 Use the vocabulary of theatre, such as *plot (beginning, middle, and end), scene, sets, conflict, script, and audience* to describe theatrical experiences.
- 1.2 Use body and voice to improvise alternative endings to a story.

**Creative Expression****2.0 Creating, Performing, & Participating in Theatre****- *Development of Theatrical Skills; Creating/Invention in Theatre***

- 2.1 Perform in group improvisational theatrical games that develop cooperative skills and concentration.
- 2.2 Retell familiar stories, sequencing story points and identifying character, setting, and conflict.
- 2.3 Use improvisation to portray such concepts as friendship, hunger, or seasons.
- 2.4 Create costume pieces, props, or sets for a theatrical experience.

**Historical & Cultural Context****3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre****- *Role and Cultural Significance of Theatre; History of Theatre***

- 3.1 Identify theatre and story-telling forms from different cultures.
- 3.2 Identify universal characters in stories and plays from different periods and places.

**Aesthetic Valuing****4.0 Responding to, Analyzing, & Making Judgments about Works in Theatre****- *Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre***

- 4.1 Critique an actor's performance as to the use of voice, gesture, facial expression, and movement to create character.
- 4.2 Respond to a live performance with appropriate audience behavior.
- 4.3 Identify the message or moral of a work of theatre.

**Connection, Relations, Applications****5.0 Connecting & Applying What is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms & Subject Areas and to Careers****- *Connections and Applications; Careers and Career-Related Skills***

- 5.1 Use problem-solving and cooperative skills in dramatizing a story, a current event, or a concept from another subject area.
- 5.2 Demonstrate the ability to participate cooperatively in the different jobs required to create a theatrical production.

**THIRD GRADE****THEATRE**

<b>Basic Theatre &amp; Concepts</b> The 5 W's (who, what, where, when, why), character, setting, conflict, audience, motivation, props, stage areas, blocking	<b>Theatrical Forms</b> Plays, improvisation, dramatization	<b>Identify Tools</b> Costumes, sets, props, scripts
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**Artistic Perception****1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Theatre****- *Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre***

- 1.1 Use the vocabulary of theatre, such as *character, setting, conflict, audience, motivation, props, stage areas, and blocking*, to describe theatrical experiences.
- 1.2 Identify the 5 W's (who, what, where, when, and why) in a theatrical experience.

**Creative Expression****2.0 Creating, Performing, & Participating in Theatre****- *Development of Theatrical Skills; Creation/Invention in Theatre***

- 2.1 Participate in cooperative scriptwriting or improvisations that incorporate the 5 W's.
- 2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.

**Historical & Cultural Context****3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre****- *Role and Cultural Significance of Theatre; History of Theatre***

- 3.1 Dramatize different cultural versions of similar stories from around the world.
- 3.2 Identify universal themes in stories and plays from different periods and places.

**Aesthetic Valuing****4.0 Responding to, Analyzing, & Making Judgments about Works in Theatre****- *Critical assessment of Theatre; Derivation of Meaning from Works of Theatre***

- 4.1 Develop and apply appropriate criteria or rubrics for evaluating a theatrical experience.
- 4.2 Compare the content or message in two different works of theatre.

**Connection, Relations, Applications****5.0 Connecting & Applying What is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms & Subject Areas and to Careers****- *Connections and Applications; Careers and Career-Related Skills***

- 5.1 Use problem-solving and cooperative skills to dramatize a story or a current event from another content area, with emphasis on the 5 W's.
- 5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

## SIXTH GRADE

<b>Basic Theatre &amp; Concepts</b> action/reaction, sound projection, text, subtext, context, theme, mood, design, production values, stage crew, vocal/facial expression, monologue, dialogue, setting	<b>Theatrical Forms</b> plays, improvisation, cultural	<b>Identify Tools</b> sets, lighting, costumes, props
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### Artistic Perception

#### **1.0 Processing, Analyzing, & Responding to Sensory Information Through the Language and Skills Unique to Theatre**

##### **- *Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre***

- 1.1 Use the vocabulary of theatre, such as *action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew* to describe theatrical experiences.
- 1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.

### Creative Expression

#### **2.0 Creating, Performing, & Participating in Theatre**

##### **- *Development of Theatrical Skills; Creation/Invention in Theatre***

- 2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.
- 2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.
- 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.

### Historical & Cultural Context

#### **3.0 Understanding the Historical Contributions and Cultural Dimensions of Theatre**

##### **- *Role and Cultural Significance of Theatre; History of Theatre***

- 3.1 Create scripts that reflect particular historical periods or cultures.
- 3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.

### Aesthetic Valuing

#### **4.0 Responding to, Analyzing, & Making Judgments about Works in Theatre**

##### **- *Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre***

- 4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.
- 4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.

### Connection, Relations, Applications

#### **5.0 Connecting & Applying What is Learned in Theatre, Film/Video, and Electronic Media to Learning in Other Art Forms & Subject Areas and to Careers**

##### **- *Connections and Applications; Careers and Career-Related Skills***

- 5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history-social science of how persuasion and propaganda are used in advertising.
- 5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.