CHAPTER K - KINDERGARTEN THEATRE CURRICULUM
D. Module 3: Stories are Told Through Theatre

Enduring Understanding
Theatre in the World: We can use theatre to tell a story.

Essential Question
Why does the same story change when different people tell it?

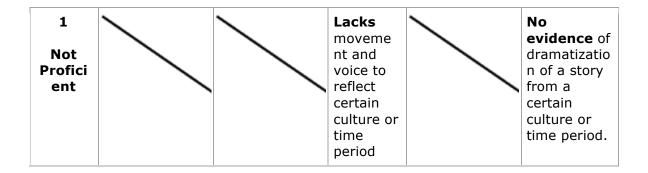| Domain	Process	Standard
PERCEPTION	Observing / Responding	1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience to describe theatrical experiences. 1.2. Identify differences between real people and imaginary characters.
CREATION	Role Playing / Acting	2.2 Perform group pantomimes and improvisations to retell familiar stories.
	Staging	**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.**
CONTEXT	Putting into Historical and Cultural Context	*3.1 Retell or dramatize stories, myths, fables and fairy tales from various cultures and times.* 4.2 Compare a real story with a fantasy story.
	Organizing	5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.

Essential standards and **supporting standards** to be assessed.

Sample Performance Task
1. Working with a small group, choose a story from a certain culture or time period and use movement and voice to become your character in the story. Perform it for your classmates.

Sample Scoring Tool

Quality Level	1. Artistic Perception	2. Creative Expression	3.Historical / Cultural Context K Standard 3.1	4.Aesthetic Valuing	5.Connections, Relationships, Applications K Standard 5.1
4 Advanced			**Vividly** uses movement and voice with **specific details** to reflect certain culture or time period		**Insightful** dramatization of a story from a certain culture or time period. Applies **well chosen** vocabulary to create a character.
3 Proficient			Uses movement and voice to reflect certain culture or time period		Dramatizes content of a story from a certain culture or time period. Applies vocabulary (fast, slow, etc.) to create a character.
2 Partially Proficient			**Attempts** to use movement and voice to reflect certain culture or time period		**Some evidence** of dramatization of a story from a certain culture or time period. **Sometimes** applies vocabulary to create a character.

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Not Proficient			**Lacks** movement and voice to reflect certain culture or time period		**No evidence** of dramatization of a story from a certain culture or time period.

Developing Concepts

We listen actively to find out what happens in a story.

Key Ideas

- Listening is an important skill in drama.
- Active listening involves paying attention to character, setting and story points.
- If we know a story well enough, we can improvise scenes.

Knowledge	**Skills**
Vocabulary	**Listening**
• Story points • Improvise	• Listen and respond to story points • Improvise conversations from stories • Improvise situations from a familiar story **Retelling** • Use the actors' tools to communicate a familiar story

There are many kinds of stories from all over the world and from different times.

Key Ideas

- Stories are as old as civilization.
- Every culture, all over the world, has its stories.
- Stories can be funny or serious, real or fantasy.

- Stories can teach a lesson.

Knowledge	Skills
Vocabulary • Myth • Fable • Fairy Tale • Culture • Time Periods	**Stories** • Listen to many different kinds of stories • Tell why fairy tales are different from stories about real people and events • Interpret the lessons in fables • Explain why people from the past created myths **Imagination** • Visualize a story as you listen to it • Decide if a story is realistic or fantasy

We can use the body, voice and imagination to show the setting of a story.

Key Ideas

- Pantomime can establish a setting.
- Voice can establish a setting.
- The five senses add detail to settings.

Knowledge	Skills
Vocabulary • Setting: time and place • Detail • Sound Collage • Pantomime • Five Senses	**Setting** • Pantomime various settings in a walkabout • Pantomime using five senses to include details of settings • Use voice to create sound collage of setting **Imagination** • Visualize the setting of a story

| | that you listen to |
| | • Recreate the settings using actors' tools |

We can use body, voice and imagination to create a character.

Key Ideas

- The actors' tools create characters to show to others.
- Characters can be people, animals or objects.
- Characters behave in different ways.

Knowledge	Skills
Vocabulary • Character • Character Traits • Gesture • Emotion	**Character** • Create different voices for different characters • Use different walks and gestures for different characters • Understand the relationships among characters in a story • Pantomime details to develop a character **Imagination** • Pretend that you are the characters in a story that you hear • Show the emotions of the characters in the story • Use descriptive vocabulary to develop character traits, such as loud, soft, fast, slow

We can use body, voice and imagination to perform a story.

Key Ideas

- Actors use their tools to perform stories for classmates.
- Actors maintain concentration while acting out a story.

Knowledge	Skills
Vocabulary • <u>Rehearse</u> • Perform • Act	**Cooperation** • Work with a group to act out a scene from a story **Performance** • Speak loudly enough to be heard • Speak clearly enough to be understood • Pretend to be the character in the story • Use facial expressions and gestures to show appropriate emotion for the character in the scene

The purpose of theatre is to tell stories to audiences.

Key Ideas

• Performances may be for a small audience of peers.
• Theatre performances have special rules.

Knowledge	Skills
Vocabulary • <u>Curtain Call</u> • <u>Applause</u> • <u>Audience</u> • <u>Stage Area</u>	**Performance** • Stay in character • Be seen by the audience • Tell the story • Have fun! **Theatrical Conventions** • Perform in front of the audience in designated stage area • Take a bow at the end • Acknowledge applause