

GRADE FOUR THEATRE CURRICULUM

Audience Preparation Module: Critical Analysis

Enduring Understanding

The audience critically analyzes elements of the play that help to tell the story.

Essential Question

Why are [critiques](#) of performances created?

Domain	Process	Standard
PERCEPTION	Observing/ Responding	1.1 Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters to describe theatrical experiences.
	Analyzing	1.2 Identify a character's objectives and motivations to explain that character's behavior. 4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media. 4.3 Describe students' responses to a work of theatre and explain what the playwright did to elicit these responses.
CREATION	Storytelling	2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).
CONTEXT	Critiquing	<i>4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.</i>

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

Sample Performance Task

1. Develop criteria to evaluate the actor's [characterization](#), [diction](#), [pacing](#), [gesture](#), and [movement](#) for a live theatre performance. Use the criteria to write a [critique](#) of the performance and tell how it made you feel.

Sample Scoring Tool:

Quality Level	1. Artistic Perception	2. Creative Expression	3. Historical / Cultural Context	4. Aesthetic Valuing <small>Grade 4 Standard 4.1, 4.3</small>	5. Connections, Relationships, Applications
4 Advanced				<p>Develops logical in criteria to evaluate actor's live theatre performance</p> <p>Effectively uses criteria to write a well developed critique of the performance</p> <p>Clearly explains emotional response to the performance using specific details</p>	
3 Proficient				<p>Develops criteria to evaluate actor's live theatre performance</p> <p>Uses criteria to write a critique of the performance</p> <p>Explains emotional response to the performance</p>	
2 Partially Proficient				<p>Attempts to develop criteria to evaluate actor's live theatre performance</p> <p>Uses some of the criteria to write a critique of the performance</p> <p>Explains emotional response to the performance in general terms</p>	
1 Not Proficient				<p>No evidence of criteria</p> <p>Does not write critique of performance</p> <p>No explanation of emotional response</p>	

Developing Concepts

Developing criteria for evaluation is necessary for critiquing an actor's performance in live theatre.

Key Ideas:

- Appreciation of an actor’s performance is based on aesthetic standards.
- Creating criteria elevates audience response to the actor’s performance.

Knowledge

Vocabulary

- [Critique](#)
- [Aesthetic Valuing](#)
- Rubric
- [Characterization](#)
- [Diction](#)
- [Pacing](#)
- [Gesture](#)

Skills

Development

- Create criteria for a rubric based on actor’s characterization, diction, pacing, gestures and movement
- Include personal emotional response to actor’s work

Exploration

- View and discuss emotional responses to actors’ portrayal of characters

Critical thinking about acting skills during a live performance focuses audience attention and leads to emotional response.

Key Ideas:

- A set of aesthetic criteria refines observation skills.
- Concentration is increased while evaluating actors’ performances.
- Actors influence audience emotional response to a performance.

Knowledge

Vocabulary

Skills

Application

- Record observations on criteria organizer

Critiques are based on specific aesthetic standards.

Key Ideas:

- Use of criteria determines the content of a critique.
- The acting skills provide the basis for critiquing performances.
- Opinions and feelings about performances are unique to each audience member.

Knowledge**Vocabulary**

- [Critique](#)
- [Aesthetic Valuing](#)

Skills**Evaluation**

- Use observations to complete the rubric
- Write a critique of the actor's performance based on the criteria developed
- Include emotional responses to the performance
- Share critiques with classmates