

GRADE THREE THEATRE CURRICULUM
Audience Preparation Module:

Evaluation of Theatrical Elements

Enduring Understanding

The audience evaluates theatrical elements of the play that help to tell the story.

Essential Question

Why is it important to look at each of the 5 Ws when evaluating a story?

Domain	Process	Standard
PERCEPTION	Observing/Responding	1.1 Use the vocabulary of theatre, such as <i>plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters</i> 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 scriptwriter did to elicit these responses.
CONTEXT	Critiquing	4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.

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

Sample Performance Task

With your class, develop a rubric to evaluate a play you plan to attend. Base your rubric on the 5 Ws. Use the rubric to write a [critique](#) about how well the play develops character (who), setting (where and when) and conflict (what and why).

Sample Scoring Tool:

Quality Level	1. Artistic Perception Grade 3 Standard 1.2	2. Creative Expression	3. Historical / Cultural Context	4. Aesthetic Valuing	5. Connections, Relationships, Applications Grade 3 Standard 5.2
4 Advanced	Identifies the 5 W's with insightful details	/	/	Creates a detailed rubric which evaluates more than the basic 5 W's Writes a well developed critique with insightful details	/
3 Proficient	Identifies the 5 W's in a theatrical experience	/	/	Participates with class to create a rubric for evaluating a play Writes a critique using class-created rubric	/
2 Partially Proficient	Identifies some of the 5 W's in a theatrical experience	/	/	Attempts to participate with class to create a rubric for evaluating a play Writes a critique with limited detail from the class-created rubric	/
1 Not Proficient	Does not identify the 5 W's in a theatrical experience	/	/	Does not participate with class to create a rubric Does not write a critique	/

Developing Concepts

Developing criteria for evaluation is necessary for critiquing live theatre.

Key Ideas:

- Appreciation of live theatre is based on aesthetic standards.
- Creating criteria elevates audience response to live theatre.

Knowledge

Vocabulary

- [Aesthetic Valuing](#)
- Rubric

Skills

Development

- Create criteria based on the 5 Ws for a rubric

Critical thinking during a live performance focuses audience attention.

Key Ideas:

- A set of aesthetic criteria refines observation skills.
- Concentration is increased while evaluating 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 five Ws provide the basis for critiquing live theatre performance.

Knowledge

Vocabulary

- [Critique](#)
- Aesthetic Valuing

Skills

Evaluation

- Use observations to complete the rubric
- Write a critique of the performance based on the criteria developed
- Share critiques with classmates