

GRADE THREE THEATRE CURRICULUM
Module 4: Play Creation

Enduring Understanding

Understanding: We can create plays based on human experience

Essential Question

How do you know when a personal story would make an interesting theatrical presentation?

Domain	Process	Standard
PERCEPTION	Analyzing	1.2 Identify the 5 W's (who, what, where, when, and why) in a theatrical experience.
CREATION	Storytelling	2.1 Participate in cooperative improvisations that incorporate the 5 W's.
	Staging	<i>2.2 Create for classmates simple scripts that demonstrate knowledge of basic blocking and stage areas.</i>
CONTEXT	Historical / Cultural Context	3.2 Identify universal themes in stories and plays from different periods and times.
	Organizing	5.2 Develop problem-solving and communication skills by participating collaboratively in theatrical experiences.

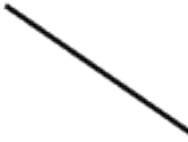
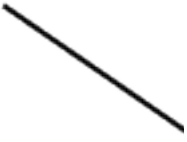
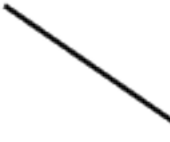
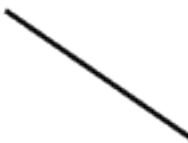
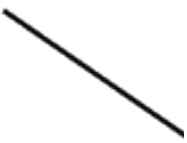
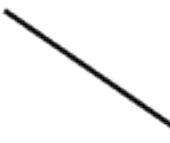
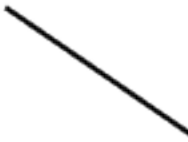
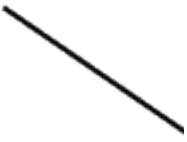
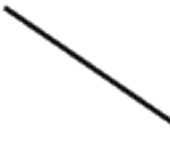
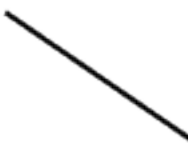

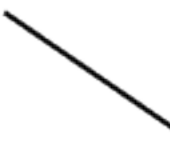
Essential standards and **supporting standards** to be assessed.

Sample Performance Task

1. In small groups tell your own story based on a family [ritual](#). The group will choose one story. With your [ensemble](#), perform that story using basic [blocking](#) and [stage areas](#).

Sample Scoring Tool:

Quality Level	1. Artistic Perception	2. Creative Expression Grade 3 Standard 2.1, 2.2	3. Historical / Cultural Context	4. Aesthetic Valuing	5. Connections, Relationships, Applications Grade 3 Standard 5.2
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<p>4</p> <p>Advanced</p>		<p>Uses knowledge and understanding of blocking and stage areas to enhance the performance</p>			<p>Communicates a personal story using vivid details and descriptive language</p> <p>Shows leadership when choosing a story from the group</p>
<p>3</p> <p>Proficient</p>		<p>Uses basic blocking and demonstrates knowledge of stage areas in performance</p>			<p>Uses communication skills to share a personal story</p> <p>Participates collaboratively to choose a story from the group</p>
<p>2</p> <p>Partially Proficient</p>		<p>Demonstrates some understanding of basic blocking and stage areas</p>			<p>Communicates partially developed personal story with limited detail</p> <p>Attempts to participate collaboratively to choose a story from the group</p>
<p>1</p> <p>Not Proficient</p>		<p>Lacks understanding of basic blocking and stage areas</p>			<p>Communicates a personal story that is unclear</p> <p>Does not participate to choose a story from the group</p>

Developing Concepts

Personal stories can become successful theatrical productions.

Key Ideas:

- Subjects of some personal stories have universal appeal.

- Detailed background information may be readily available.

Knowledge

Vocabulary

- [Universal](#)
- Personal Story

Skills

Selection

- Tell a variety of personal stories to one another
- Select a story that can be dramatized by the group

Development

- Ask originator of story for additional information when needed
- Brainstorm plot points, necessary characters and appropriate settings
- Discuss technical elements

Scriptwriting can be a collaborative process.

Key Ideas:

- Personal stories can be developed and expanded by working with a group.
- Different points of view and unique experiences of writers contribute to a successful script.

Knowledge

Vocabulary

- [Scriptwriting](#)
- [Dialogue](#)

Skills

Collaboration

- Improvise plot points to create a script
- Record dialogue at end of each plot point
- Record stage directions as developed

Formatting

	<ul style="list-style-type: none"> • Write in proper script form • Use standard structure of writing and revising • Read scenes aloud and revise to maintain real conversation
<p>Successful productions are carefully planned.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> • Basic blocking is important in performance. • Artistic and technical personnel work together toward a unified production. • Rehearsals are necessary for a successful production. 	
<p style="text-align: center;">Knowledge</p> <p>Vocabulary</p> <ul style="list-style-type: none"> • Blocking • Stage Areas • Cues • Production Meeting 	<p style="text-align: center;">Skills</p> <p>Organization</p> <ul style="list-style-type: none"> • Hold regular production meetings • Establish and practice blocking patterns • Create a rehearsal schedule <p><u>Collaboration</u></p> <ul style="list-style-type: none"> • Discuss artistic vision and make necessary adjustments • Compromise to present a unified vision
<p>Performing for an audience is a type of collaboration.</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> • Awareness of the audience is crucial for a successful performance. • Audience responses can influence a performance. 	
Knowledge	Skills

Vocabulary**Adjustment**

- Hold for laughs and/or applause
- Notice and react to audience responses
- Stay in character while maintaining audience awareness