

CHAPTER K - KINDERGARTEN THEATRE CURRICULUM

E. Module 4: Sharing with a Small Audience

Enduring Understanding

Playmaking: We share what we have learned with a small audience.

Essential Questions

How do you make a story into a play?

Domain	Process	Standard
PERCEPTION	Analyzing	1.2 Identify differences between real people and imaginary characters.
CREATION	Role Playing	2.2 Perform group pantomimes and improvisations to retell familiar stories.
	Designing;	2.3 Use costumes and props in role playing.
	Staging	5.1 Dramatize information from other content areas.
CONTEXT	Organizing	<i>5.2 Demonstrate the ability to participate cooperatively in performing a pantomime of dramatizing a story.</i>
	Critiquing	4.1 Respond appropriately to a theatrical experience as an audience member.

Essential standards and supporting standards to be assessed.

Sample Performance Task

1. Working with a small group, perform a familiar story for the class. Select [costume pieces](#) and [props](#) for the performance.

[Planning Guide](#)

Sample Scoring Tool

Quality	1. Artistic Perception	2. Creative Express	3. Historical / Cultural	4. Aesthetic Valuing	5. Connections, Relationshi
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Level		ion K Standard 2.3	Context		ps, Application S K Standard 5.2
4 Advanced		Uses well chosen costumes and props in role playing			Effectively communicates well developed ideas with group to choose costumes and props
3 Proficient		Uses costumes and props in role playing			Cooperates with group to choose costumes and props
2 Partially Proficient		Limited use of costumes and props in role playing			Sometimes cooperates with group to choose costumes and props
1 Not Proficient		No evidence of costumes and props in role playing			Does not cooperate with group to choose costumes and props

Developing Concepts

Selecting an appropriate story is an important part of performance.

Key Ideas

- Stories for performance should be interesting to the student performers.
- The story chosen should be relevant to the selected audience.

- Some stories are more easily adapted into plays.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Play • Character • Setting • Plot: beginning, middle, end • Conflict • Resolution • Audience • Tableau(x) • Improvisation 	<p>Cooperation</p> <ul style="list-style-type: none"> • Listen to several stories and choose one to adapt into a play • Determine who the audience will be <p>Story</p> <ul style="list-style-type: none"> • List and describe the characters, setting and plot • Decide on story points and show them with tableau(x) or with improvisation

A play has many different types of roles.

Key Ideas

- Characters can be human, animal or inanimate objects.
- Actors portray characters by choosing ways to use body, voice and imagination.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Characterization 	<p>Character Development</p> <ul style="list-style-type: none"> • Listen to the story and discuss the ways the characters talk and move • Practice behaving like your character

Technical elements are important to a performance.

Key Ideas

- Props, costumes and scenery pieces are chosen to fit the play.
- Simple suggestions of setting can be as effective as elaborate displays.
- Costumes can be created simply with found items.

Knowledge

Vocabulary

- [Design](#)
- [Props](#) (Properties)
- [Costumes](#)
- [Scenery](#)

Skills

Design

- Plan and design costumes and props for a character
- Make or find costumes and props for a character
- Make or arrange scenery for your performance

Rehearsal is essential for a successful performance.

Key Ideas

- Practice helps actors remember what the characters say and do in a scene.
- Practicing with props, costumes and scenery pieces is important so the production runs smoothly.

Knowledge

Vocabulary

- [Stage](#)
- [Audience](#)
- [Rehearsal](#)
- [Cue](#)

Skills

Cooperation

- Work cooperatively to rehearse your story

Concentration

- Remember story points and cues
- Speak loudly enough to be heard and clearly enough to be understood
- Stay in character
- Move so you can be seen
- Show emotion through facial expression and gestures
- Use props, costumes and

scenery as directed

Performance is an integral part of theatre.

Key Ideas

- Small audiences are appropriate for young performers.
- Performances may be memorized, improvised or a combination of both.

Knowledge

Vocabulary

- Bow
- [Curtain call](#)
- [Applause](#)

Skills

Performance

- Stay in character
- [Focus](#)
- Have fun!

Audience Behavior

- Demonstrate that you can behave appropriately as an audience watching your classmates perform