

GRADE ONE THEATRE CURRICULUM
Audience Preparation Module - Audience Response

Enduring Understanding

The audience talks about how the play makes them feel.

Essential Question

Why do we talk about how plays make us feel?

Domain	Process	Standard
PERCEPTION	Observing/ Responding	1.1 Use the vocabulary of theatre, such as play, plot (beginning, middle, and end) improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
	Analyzing	1.2 Observe and describe the traits of a character. <i>4.2. Identify and discuss emotional reactions to a theatrical experience.</i>
CREATION	Role Playing	2.2 Dramatize or improvise familiar simple stories from classroom literature or life experience, incorporating plot (beginning, middle and end), and using tableau or pantomime.
CONTEXT	Organizing	3.3 Describe the roles and responsibilities of audience and actor.
	Putting into Cultural and Historical Context	3.1 Identify the cultural and geographic origins of stories. 3.2 Identify theatrical conventions, such as props, costumes, masks, and sets.
	Critiquing	4.1 Describe what is liked about a theatrical work or a story.

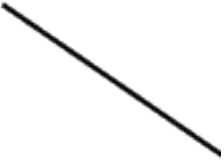
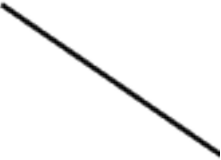
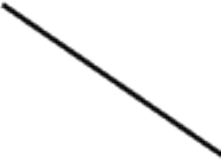
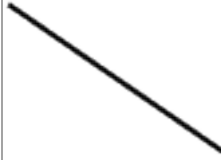
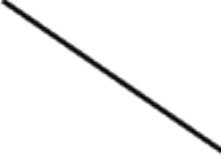
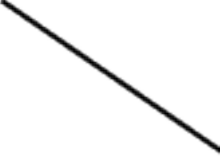
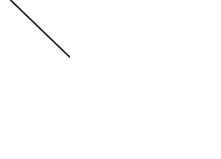
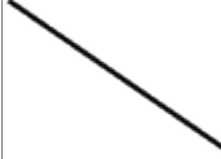
Essential standards and **supporting standards** to be assessed.

Sample Performance Task

1. Attend a live theatre performance. Draw a picture of your favorite part of the play and tell why you liked it. Explain how you felt about the play.

Sample Scoring Tool:

Quality Level	1. Artistic Perception	2. Creative Expression	3. Historical / Cultural Context	4. Aesthetic Valuing Grade 1 Standard 4.2, 4.1	5. Connections, Relationships, Applications
4 Advanced				<p>Uses detail to illustrate favorite part of the play and coherently explains why they liked it</p> <p>Insightfully articulates their emotional reactions to the play</p>	
3 Proficient				<p>Illustrates favorite part of the play and explains why they liked it</p> <p>Articulates their emotional reactions to the</p>	

				play	
2 Partiall y Proficie nt				Attempts to illustrate favorite part of the play and explains why they liked it Vaguely articulate s their emotional reactions to the play	
1 Not Proficie nt				Does not illustrate favorite part of the play or explain why they liked it Unclear articulatio n of their emotional reactions to the play	

Developing Concepts

Preparation prior to seeing a play performed by actors leads to deeper understanding.

Key Ideas:

- Personal connections support understanding of the theme of the play.
- Improvisational activities lead to more precise focus.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Character • Setting • Theme • Conflict 	<p>Exploration</p> <ul style="list-style-type: none"> • Discuss personal stories related to theme of play • Look at images of characters and settings <p>Improvisation</p> <ul style="list-style-type: none"> • Become character statues showing emotions • Pantomime activities from play • Dramatize conflict of play

There is proper etiquette for an audience attending live theatre.

Key Ideas:

- Live theatre evokes different audience response than other electronic media.
- Audiences respect the performances of live actors.

Knowledge	Skills
<p>Vocabulary</p> <ul style="list-style-type: none"> • Etiquette 	<p>Behavior</p> <ul style="list-style-type: none"> • Sit quietly and focus on the performance • Observe and respond to the emotional content of the play • Applaud, laugh, cry at appropriate moments

Reflection following attendance at live theatre is an important part of the experience.

Key Ideas:

- Plays can make you experience new feelings and ideas.

- Discussing a performance can spark personal connections.

Knowledge

Vocabulary

- [Emotions](#)
- [Theme](#)

Skills

Evaluation

- Discuss the characters' feelings and theme of play
- Make personal connections
- Draw and write about a character's emotions