

GRADE ONE THEATRE CURRICULUM
Module 1: Theatre Brings Stories to Life

Enduring Understanding

Foundational Skills: Theatre brings stories to life.

Essential Question

Why do we share stories?

Domain	Process	Standard
PERCEPTION	Observing Responding	1.1 Use the vocabulary of the theatre, such as play, plot (beginning, middle, end), improvisation, pantomime, stage, character, and audience, to describe theatrical experiences.
CREATION	Role Playing	<i>2.1 Demonstrate skills in pantomime, tableau, and improvisation.</i>
CONTEXT	Organizing	5.2 Demonstrate the ability to work cooperatively in presenting a tableau, an improvisation, or a pantomime.

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

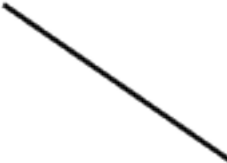
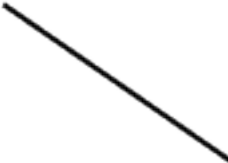
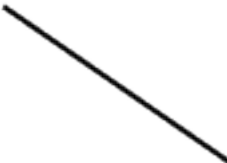
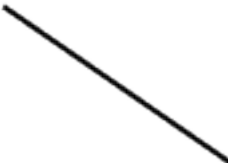
Sample Performance Task

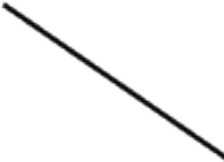
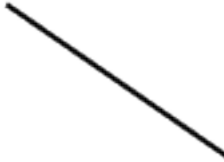
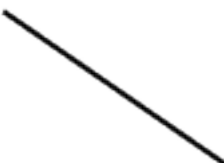
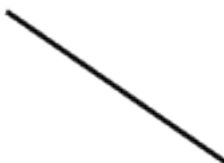
1. Listening to your teacher, use the actor’s tools and five senses to take an imaginary journey. While on the journey use your body, voice, and imagination to react to the [characters](#) and problems in the [setting](#).

Verbally respond to questions about your journey. Sample journey script is attached.

Sample SCORING TOOL:

Quality Level	1. Artistic Perception Grade 1 Standard 1.1	2. Creative Expression Grade 1 Standard 2.1	3. Historical / Cultural Context	4. Aesthetic Valuing	5. Connections, Relationships, Applications Grade 1 Standard 5.2
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<p>4</p> <p>Advanced</p>	<p>Uses the 5 senses in an imaginative manner to appropriately respond to a sensory journey</p> <p>Uses detail in pantomime and improvisation</p>	<p>Uses actor's tools in an original manner to improvise problems</p> <p>Make unique personal choices in response to problems</p> <p>Vividly responds to imaginary characters</p>			<p>Demonstrates leadership in maintaining personal space</p> <p>Responds to questions with detailed answers</p>
<p>3</p> <p>Proficient</p>	<p>Consistently uses the five senses to appropriately respond to a sensory journey</p> <p>Effectively uses pantomime and improvisation</p>	<p>Consistently uses tools to improvise problems</p> <p>Makes personal choices in response to problems</p> <p>Clearly responds to imaginary characters</p>			<p>Consistently cooperates to maintain personal space</p> <p>Appropriately responds to questions</p>

<p>2</p> <p>Partially Proficient</p>	<p>Sometimes uses the 5 senses to respond to a sensory journey</p> <p>Uses some pantomime and improvisation</p>	<p>Sometimes uses actor's tools to improvise problems</p> <p>Makes some personal choices in response to problems</p> <p>Sometimes responds to imaginary</p>			<p>Sometimes cooperates to maintain personal space</p> <p>Responds to some questions</p>
<p>1</p> <p>Not Proficient</p>	<p>Use of 5 senses not evident in response to sensory journey</p> <p>Pantomime and improvisations unclear</p>	<p>Use of actor's tools not evident</p> <p>Seldom responds to problems</p> <p>Response to imaginary characters not evident</p>			<p>Does not maintain personal space</p> <p>Little or no response to questions</p>

Developing Concepts

Actors use their tools (body, voice and imagination) to move through space.

Key Ideas:

- Actors must demonstrate body awareness and control.
- Actors can use body to express emotions.
- Actors can create emotion statues.

Knowledge

Vocabulary

- [Space Bubble](#)
- [Emotion](#)
- [Choreographer](#)
- [Isolation](#)
- [Statues](#)

Skills

Movement

- Maintain personal space (space Bubbles)
- Isolate movement in one part of the body (hand, foot, shoulder, etc.)
- Create emotional statues

Actors use their tools (body, voice and imagination) to respond to imaginary characters and objects.

Key Ideas:

- Pantomime can be used to respond to imaginary characters.
- A "magic box/bag" can be used to respond to imaginary objects.
- Problems with imaginary objects and reactions to them can be explored using pantomime.
- Simple activities requiring two or more people can be replicated using pantomime.

Knowledge

Vocabulary

- [Pantomime](#) (acting without words)
- Imaginary Characters
- Imaginary Objects

Skills

Pantomime

- Respond to imaginary characters
- Use the magic box/bag to respond to imaginary objects
- Perform simple activities including two or more people

Actors use their tools (body, voice and imagination) to create and respond to various settings.

- The five senses can be used to explore various ways of creating and responding to a setting.
- Sound collages can be created for various settings.
- The actor's tools can be used to demonstrate the ability to react to various settings.

Knowledge

Vocabulary

- Setting (when and where a story takes place)
- Sound Collage (group creates the sound of a setting collaboratively)
- The Five Senses
- [Walkabouts](#)

Skills

Setting

- Show through movement and words when & where an action happens
- Respond to different settings
- Create sound collages (soundscapes) for different settings

Walkabouts

- Use the five senses
- Respond to setting

Actors use their tools (body, voice and imagination) to react to changes in setting.

Key Ideas:

- The five senses can be used to react to changes in the environment.
- Improvisation can be used to tell a story with a beginning, middle and end.
- Tableau can be used to create a picture of a story onstage.

Knowledge

Vocabulary

- [Tableau\(x\)](#)
- [Plot](#)
- Stage
- [Improvisation](#)
- Environment

Skills

Walkabouts

- Respond to change in imaginary environment

Story

- Identify and dramatize plot

(beginning, middle and end)

Improvisation

- Improvise parts of a story

Tableau(X)

- Create a frozen picture of a moment in a story