

Theatre, Grade 1

TEKS Strand	Expectations
<p>Foundations: inquiry and understanding. The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.</p>	<p>First graders use spontaneous movement and sound in response to stories, poems, and songs in limited-action dramatic play. First graders incorporate rhythmic movements into dramatic play.</p>
<p>Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>Using the body and voice, first graders create characters and enact moments of a story.</p>
<p>Creative expression: production. The student applies design, directing, and theatre production concepts and skills.</p>	<p>Using simple materials, children begin to replicate authentic settings when enacting stories individually and with peers.</p>
<p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p>	<p>Students re-create tales and stories that represent diverse cultures and historical periods and identify characteristics unique to the culture or time period.</p>
<p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p>	<p>In first grade, children become aware of the use of music, creative movement, and visual effects in live and recorded theatrical presentations. Children discuss informal and formal theatre experiences. By listening and responding to others' ideas, thoughts, and feelings, first graders begin to develop skills in response and evaluation.</p>
<p>Example:</p> <p>Ms. Ramirez and her first graders have been studying families and their traditions and customs. They have listened to folktales that explain where many of their families' traditions originated. A storyteller from the community visited the classroom and shared customs and traditions from his childhood. Students have recreated some family customs and traditions in the classroom.</p> <p>Each center in the classroom contains materials to stimulate the students' independent dramatic play. For example, the reading center contains <i>The Legend of the Poinsettia</i> by Tomie dePaola and <i>Hello, Amigos</i> by Tricia Brown. The dramatic play center contains a piñata, brightly colored clothing, special cooking implements, and musical instruments, such as maracas. During center time, Ms. Ramirez works with small groups of students to enact their story after they have written a story sequence on chart paper and created a simple setting.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	