

Theatre Grade 2

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>Second graders are introduced to role-play in which at least two characters create spontaneous dialogue from events in an action sequence. In order to participate in the role-play, children must listen, process the intent of the first speaker, respond with coherent thoughts, and maintain the pre-determined story line. Other students in the class may use the same scenario and present the creative drama in a totally different way with very different dialogue. Then students may compare and contrast the different presentations.</p>
<p>Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>Puppetry is a new medium for second graders. Students begin performing in this medium after making a simple puppet, such as a paper sack or sock puppet. Students apply their knowledge and skills in puppetry as they initiate dialogue and the action of a story line using the puppets.</p>
<p>Creative expression: production. The student applies design, directing, and theatre production concepts and skills.</p>	<p>Second graders can design simple sets for puppet stages as puppet productions become more elaborate.</p>
<p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p>	<p>Puppet presentations may represent various cultures or use puppets from various cultural origins.</p>
<p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p>	<p>By discussing ways to solve theatrical problems, students develop critical and creative thinking skills, form judgments, and provide rationales for their opinions.</p>
<p>Example:</p> <p>At various times, Ms. Thompson's second-grade students, working in small groups, re-create a selected story, poem, or song by creating dialogue, action, and movement. Students share their creations with classmates. Students describe and discuss ways dramatic problems in the story line are resolved through the action and dialogue. At other times, students follow the same process for pantomime or improvise movements suggested to them by music or art.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	