

# Theatre Grade 3

TEKS Strand	Expectations
<p><b>Foundations: inquiry and understanding.</b> The student develops concepts about self, human relationships, and the environment using elements of drama and conventions of theatre.</p>	Based on personal experiences and resources in their environments, third graders add new dimensions to written, aural, and visual prompts. Children create expressive movements and dialogue while adding external elements, such as music and other sounds, to communicate mood in a creative drama.
<p><b>Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations.</p>	Third graders use many story clues to re-create stories in rich detail, using music, movement, props, and costumes. Students express and portray characters in multiple ways, demonstrating problem solving and critical and creative thinking.
<p><b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.</p>	Shadow play and shadow puppetry are new media for creative thought and action. Shadow play consists of projected shadow images which are often made with the hands in front of a screen. Shadow puppets are flat and two-dimensional and cast a shadow or form a silhouette against a white screen. Third graders begin to recognize elements of technical theatre.
<p><b>Historical and Cultural Relevance</b> The student relates theatre to history, society, and culture.</p>	Learners increase historical and cultural awareness as they view live and recorded theatrical performances and compare dramatizations based on historical events to the actual event.
<p><b>Critical Evaluation and Response</b> The student responds to and evaluates theatre and theatrical performances.</p>	Third graders discuss the people and jobs necessary to produce a stage play, identifying some theatrical jobs.
<p><b>Example:</b> As part of a unit on legends, Ms. Thorne and her class read multiple renditions of the legend of Pecos Bill. They chart the similarities and differences in each retelling, noting elements such as plot, characterization, use of language, and illustrations. After several versions have been read and discussed, small groups select one of the versions to re-create for the rest of the class. Each group must select the most appropriate dramatic medium for presenting their version. Some options include puppetry, shadow play, and role-play. As a large group, students discuss the criteria for a successful presentation and derive a list similar to the following:</p> <ul style="list-style-type: none"> <li>• Everyone in the group must be involved. Groups should make sure everyone has a job and help each person carry out their job.</li> <li>• The presentation may consist of puppets, shadow play, or role- play.</li> <li>• The presentation should include at least one prop, two characters in costume, and a musical introduction.</li> <li>• The dialogue should sound like the dialogue in the version being re-created.</li> </ul> <p>Each group member writes a self- evaluation on each of these four points. After each re-creation, the class compares the performance to their original chart to determine how true the re-creation was to the original version.</p>	
<p><b>Differentiation Strategies for Students with Special Needs</b></p>	