

Theatre Grade 4

| TEKS Strand | Expectations |
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| <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>Continuing to work with creative drama processes rather than theatre performance and production, fourth graders use examples of dramas derived from real-life experiences.</p> |
| <p>Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.</p> | <p>Fourth graders assume specific roles, analyze story lines, and study characters' relationships to one another and to their environments. Plot, setting, and character are brought together in the fourth grade as learners now determine how to portray a specific character by choosing characteristic actions and creating dialogue.</p> |
| <p>Creative expression: production. The student applies design, directing, and theatre production concepts and skills.</p> | <p>Using simple props, costumes, and visual elements, students consistently demonstrate safe practices that have been taught and modeled.</p> |
| <p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p> | <p>Students begin to understand the relationships between theatre and life in a particular time, place, and culture.</p> |
| <p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p> | <p>Students discuss aspects of American society influenced by theatrical productions, films, and television.</p> |
| <p>Example:</p> <p>Each student in the class chooses a well-known figure in Texas to research. Students use at least four primary and secondary sources to get information on the subject of their research and the time in which he or she lived. For their presentation, students tell a story from the person's life as the notable figure would tell it. Students have at least one prop or wardrobe element that visually represents the subject of their research.</p> <p>After students have selected their characters and are conducting their research, the class constructs a timeline showing when each of their subjects lived. Their teacher then poses the problem of how to present their characters. Students suggest picking numbers, building a time machine, or inviting characters who lived in different times to eat a meal at McDonald's together.</p> <p>The class decides on a time machine in which students pick a year in which the character lived, go into the time machine out of character, and come out as the characters telling their story. Afterwards, characters re-enter the time machine and emerge as their contemporary selves.</p> | |
| <p><u>Differentiation Strategies for Students with Special Needs</u></p> | |