

# Theatre Kindergarten

**Overview:**

Students begin with what they know from their environment and personal experiences, and, through imitation and re-creation, progress from dramatic play to creative drama.

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>	<p>Teachers nurture listening and observation skills through guided practice in activities, such as arranging illustrations from a story in the correct sequence. In spontaneous play, kindergartners use movement to imitate objects and actions from their environment. Imitating sounds, such as leaves falling from trees, a dripping faucet, and wind on a stormy evening, enables children to identify and describe critical attributes that differentiate individual sounds.</p>
<p><b>Creative expression: performance.</b> The student interprets characters using the voice and body expressively and creates dramatizations.</p>	<p>When young children, stimulated by personal experience, imagine situations or fictional short stories and add sounds and movement to a story sequence, creative drama is born.</p>
<p><b>Creative expression: production.</b> The student applies design, directing, and theatre production concepts and skills.</p>	<p>Children rearrange play space and use simple materials to create a "set" and simple costumes out of materials at hand.</p>
<p><b>Historical and cultural relevance.</b> The student relates theatre to history, society, and culture.</p>	<p>Listening to and re-creating tales derived from a variety of cultures, students become more aware of other group identities as well as their own.</p>
<p><b>Critical evaluation and response.</b> The student responds to and evaluates theatre and theatrical performances.</p>	<p>Watching and performing creative dramas, children learn the responsibilities of being an audience member.</p>

**Example:**

Kindergartners in Mr. Solis's class gather on the rug as he sits in a rocking chair and reads the book *Wild, Wild, Sunflower Child, Anna* by Nancy White Carlstrom. While he reads the verse that communicates Anna's joy at discovering the beauty of the outdoors, he shows the students Jerry Pinkney's illustrations in sepia-colored pencil on paper with watercolor wash. As he reads, students listen quietly, raising their hands, when he pauses, to ask questions.

After the story is over, students take turns acting out events from the story, such as picking raspberries, wandering through wildflowers, hopping across a froggy stream, and drifting off to sleep in the grass. When students have trouble guessing the action being portrayed, Mr. Solis encourages the actor to add sounds to the portrayal. Mr. Solis leads students in discussions about student actions and sounds that helped them guess correctly.

**Differentiation Strategies for Students with Special Needs**