

Theatre Grade 5

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>	Fifth graders continue to create dramatizations with more than two characters and show relationships between main and supporting characters.
<p>Creative expression: performance. The student interprets characters using the voice and body expressively and creates dramatizations.</p>	Students' analyses of connections between characters, plot, and environment provide them with important clues to use as they develop roles in class dramatizations.
<p>Creative expression: production. The student applies design, directing, and theatre production concepts and skills.</p>	Fifth graders analyze story and plot prior to creating costumes and props. Working in small groups, learners apply their complex understandings of theatre to a specific medium. Groups of students use simple sets and costumes improvised from boxes, blocks, and swatches of fabric to depict characters, plot, and setting.
<p>Historical and Cultural Relevance The student relates theatre to history, society, and culture.</p>	Fifth graders compare and contrast different presentations from the same time period or cultural context.
<p>Critical Evaluation and Response The student responds to and evaluates theatre and theatrical performances.</p>	Fifth graders develop criteria to evaluate the effectiveness of their costuming and set design in relation to the intent of the drama. As learners view live and recorded performances, they also begin to evaluate movement, plot, playwright intent, and the credibility of the characters. Students offer and validate critical statements with informed rationales.
<p>Example:</p> <p>Twice a week the fifth graders in Mr. Jones' class tutor the second graders in Ms. Ramirez's class in mathematics. The second graders have been working on learning the addition facts with sums through 18. After a tutoring session in March, the fifth graders express a great deal of frustration because many of the second graders are still having trouble with the facts. Mr. Jones asks them about the strategies they are using and what some alternatives might be. The students come to the conclusion that they should try something new.</p> <p>In their theatre class, they have been creating simple improvisations showing the relationships between characters and the development of a logical plot. One student, James, suggests that they form groups of three with students representing two addends and a sum and create a short rap and scene that will help the second graders learn that fact. They decide that at their next tutoring session, they will each chart the facts that the second graders are having difficulty with to be sure that the most difficult facts are included in the rap scenes. Then at the following tutoring session, they perform their raps, teaching the words to the second graders to help them with their addition facts.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	