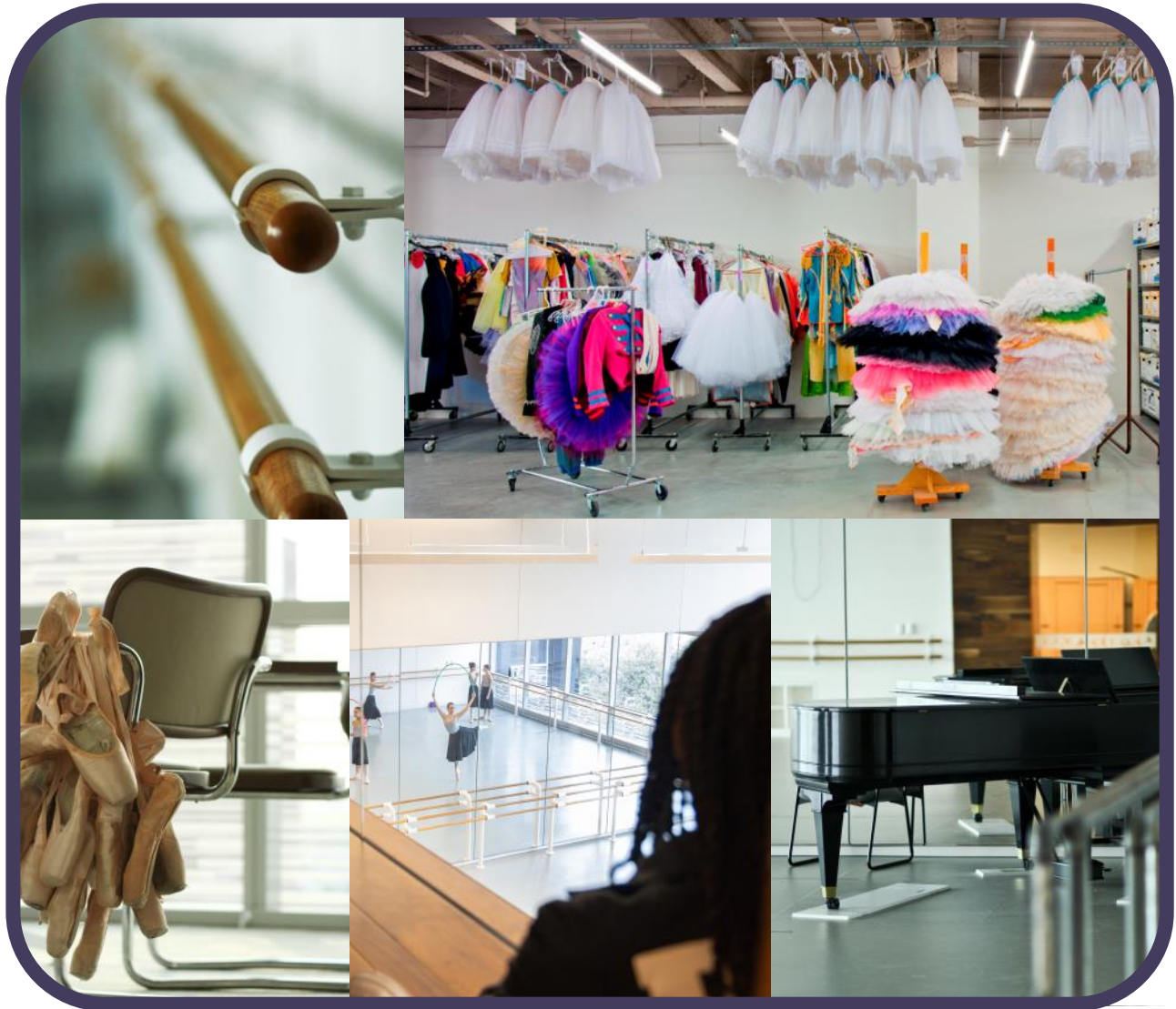




# HoustonBallet



## **BEHIND THE SCENES: *SLEEPING BEAUTY***

### **TEKS & LEARNING OUTCOMES**

**EDUCATION & COMMUNITY ENGAGEMENT**  
EXPOSE. EDUCATE. INTEGRATE.



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## WHAT IS A BEHIND THE SCENES TOUR: *SLEEPING BEAUTY*

We've combined two existing Education & Community Engagement programs to bring you a new field trip opportunity! Our Behind the Scenes tour is enhanced by including a Ballet Talk in our Behind the Scenes - Extended program. Students will participate in an interactive, storytelling experience with one of our favorite ballets and develop an understanding of how a ballet moves from an idea, through rehearsals, to the stage!



# LEARNING OUTCOMES

Students who participate in a *Behind the Scenes: Sleeping Beauty* event and utilize the Study Guide will be able to:

- Identify multiple departments in a Ballet Company and their functions.
- Give examples of and explain how the functions of different departments work together to bring a ballet to life.
- Describe how ballets tell stories without using words;
- Explain and give examples of the four elements of Storytelling in Dance;
- Sequence and/or summarize the main events of a story ballet;
- Demonstrate appropriate audience behavior.

## WHAT SHOULD I EXPECT?

Your group will travel to the Margaret Alkek Williams Center for Dance for this event. All attendees will be split into groups to move through the 2 part of the event:

- \* **Building Tour**– A tour of the Center for Dance. You will see professional dancers taking class, visit our world-class wardrobe facility and learn about the history of Houston Ballet.
- \* **Ballet Talk**- You will attend a Ballet Talk of Ben Stevenson’s *The Sleeping Beauty* presented by a Houston Ballet Teaching Artist.

**A Behind the Scenes: Sleeping Beauty Event will last approximately 2 hours.**



# TEKS Addressed

The following TEKS are addressed during Ballet Talks and/or as a part of the extension activities included in this resource guide.

**(Please note that the TEKS addressed will vary depending upon the selected Ballet Talk.)**

## English & Language Arts

### Listening/Speaking

#### **KINDER**

ELA.K.21A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.K.21B: Follow, restate, and give oral instructions that involve a series of related sequences of action. ELA.K.23A: Follow agreed-upon rules for discussion, including taking turns, and speaking one at a time.

#### **GRADE 1**

ELA.1.27A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.1.27B: Follow, restate, and give oral instructions that involve a series of related sequences of action. ELA.1.29A: Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

#### **GRADE 2**

ELA.2.28A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.2.28B: Follow, restate, and give oral instructions that involve a series of related sequences of action. ELA.2.30A: Follow agreed-upon rules for discussion, including listening to others, speaking when recognized, and making appropriate contributions.

#### **GRADE 3**

ELA.3.29A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.3.29B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

#### **GRADE 4**

ELA.4.27A: Listen attentively to speakers, ask relevant questions, and make pertinent comments.

ELA.4.27B: Follow, restate, and give oral instructions that involve a series of related sequences of action.

#### **GRADES 5&6**

ELA.5&6.27B: Follow, restate, and give oral instructions that include multiple action steps.

#### **GRADE 7 - GRADE 8**

ELA.7-8.27B: Follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems.

### Comprehension Skills

#### **KINDER**

ELA.K.8B: Describe characters in a story and the reasons for their actions.

ELA.K.Fig19E: Retell or act out important events in stories.

ELA.K.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence



## **GRADE 1**

ELA.1.9A: Describe the plot (problem and solution) and retell a story's beginning, middle, and end with attention to the sequence of events

ELA.1.9B: Describe characters in a story and the reasons for their actions and feelings.

ELA.1.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.1.Fig19E: Retell or act out important events in stories in logical order.

ELA.1.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## **GRADE 2**

ELA.2.6A: Identify moral lessons as themes in well-known fables, legends, myths, or stories.

ELA.2.9B: Describe main characters in works of fiction, including their traits, motivations, and feelings.

ELA.2.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.2.Fig19E: Retell important events in stories in logical order.

ELA.2.Fig19F: Make connections to own experiences, to ideas in other texts, and to the larger community and discuss textual evidence.

## **GRADE 3**

ELA.3.5A: Paraphrase the themes and supporting details of fables, legends, myths, or stories.

ELA.3.7A: Explain the elements of plot and character as presented through dialogue in scripts that are read, viewed, written, or performed.

ELA.3.8A: Sequence and summarize the plot's main events and explain their influence on future events.

ELA.3.8B: Describe the interaction of characters including their relationships and the changes they undergo.

ELA.3.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.3.Fig19E: Summarize information in text, maintaining meaning and logical order.

ELA.3.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## **GRADE 4**

ELA.4.3A: Summarize and explain the lesson or message of a work of fiction as its theme.

ELA.4.6A: Sequence and summarize the plot's main events and explain their influence on future events.

ELA.4.5A: Describe the structural elements particular to dramatic literature.

ELA.4.6B: Describe the interaction of characters including their relationships and the changes they undergo.

ELA.4.Fig19D: Make inferences about text and use textual evidence to support understanding.

ELA.4.Fig19E: Summarize information in text, maintaining meaning and logical order.

ELA.4.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## **GRADE 5**

ELA.5.3A: Compare and contrast the themes or moral lessons of several works of fiction from various cultures.

ELA.5.6A: Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.

ELA.5.5A: Analyze the similarities and differences between an original text and its dramatic adaptation.

ELA.5.6B: Explain the roles and functions of characters in various plots, including their relationships and conflicts.

ELA.5.13B: Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

ELA.5.Fig19D: Make inferences about text and use textual evidence to support understanding.



ELA.5.Fig19E: Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. ELA.5.Fig19F: Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## **GRADE 6 – GRADE 8**

ELA.6-8.8D: Create mental images to deepen understanding.

ELA.6-8.8E: Make connections to personal experiences, ideas in other texts, and society.

ELA.6-8.8G: Evaluate details read to determine key ideas.

## **Written Composition**

### **GRADE 1**

ELA.1.19B: Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).

### **GRADE 2**

ELA.2.19B: Write short letters that put ideas in a chronological or logical sequence and use appropriate conventions (e.g., date, salutation, closing).

ELA.2.20A: Write persuasive statements about issues that are important to the student for the appropriate audience in the school, home, or local community.

### **GRADE 3**

ELA.3.20A.i: Create brief compositions that establish a central idea in a topic sentence.

ELA.3.20A.ii: Create brief compositions that include supporting sentences with simple facts, details, and explanations. ELA.3.20A.iii: Create brief compositions that contain a concluding statement.

ELA.3.20B: Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).

ELA.3.21A: Write persuasive essays for appropriate audiences that establish a position and use supporting details.

### **GRADE 4**

ELA.4.17: Write about important personal experiences.

ELA.4.18A.i: Create brief compositions that establish a central idea in a topic sentence.

ELA.4.18A.ii: Create brief compositions that include supporting sentences with simple facts, details, and explanations. ELA.4.18A.iii: Create brief compositions that contain a concluding statement.

ELA.4.18B: Write letters whose language is tailored to the audience and purpose (e.g., a thank you note to a friend) and that use appropriate conventions (e.g., date, salutation, closing).

ELA.4.19A: Write persuasive essays for appropriate audiences that establish a position and use supporting details.

### **GRADE 5**

ELA.5.17A: Write a personal narrative that conveys thoughts and feelings about an experience.

ELA.5.18A.i: Create multi-paragraph essays to convey information about the topic that present effective introductions and concluding paragraphs.

ELA.5.18A.iii: Create multi-paragraph essays to convey information about the topic that include specific facts, details, and examples in an appropriately organized structure.

ELA.5.18A.iv: Create multi-paragraph essays to convey information about the topic that use a variety of sentence structures and transitions to link paragraphs.

ELA.5.18B: Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

ELA.5.19A: Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives



## **GRADE 6**

ELA.6.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.6.18B Write formal and informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing).

ELA.6.19A Write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives

## **GRADE 7**

ELA.7.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.7.17B Write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context. ELA.7.18A Write a persuasive essay to the appropriate audience that establishes a clear thesis or position.

## **GRADE 8**

ELA.8.16A Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

ELA.8.17B Write a letter that reflects an opinion, registers a complaint, or requests information in a business or friendly context. ELA.8.18A Write a persuasive essay to the appropriate audience that establishes a clear thesis or position.

## **Reading/Vocabulary Development**

### **GRADE 5**

ELA.5.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

### **GRADE 6**

ELA.6.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

### **GRADE 7**

ELA.7.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

### **GRADE 8**

ELA.8.2E Use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

## **Comprehension Skills**

### **GRADE 5**

ELA.5.3A Compare and contrast the themes or moral lessons of several works of fiction from various cultures.

ELA.5.5A Analyze the similarities and differences between an original text and its dramatic adaptation.

ELA.5.6A Describe incidents that advance the story or novel, explaining how each incident gives rise to or foreshadows future events.

ELA.5.6B Explain the roles and functions of characters in various plots, including their relationships and conflicts.

ELA.5.13B Interpret factual or quantitative information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

ELA.5.Fig19D Make inferences about text and use textual evidence to support understanding.



ELA.5.Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

ELA.5.Fig19F Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## **GRADE 6**

ELA.6.6A Summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, and denouement) in various works of fiction.

ELA.6.12B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

ELA.6.Fig19D Make inferences about text and use textual evidence to support understanding.

ELA.6.Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

ELA.6.Fig19F Make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence.

## **GRADE 7**

ELA.7.6A Summarize plot and explain the influence of the setting on plot development.

ELA.7.6B Analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts.

ELA.7.Fig19D Make complex inferences about text and use textual evidence to support understanding.

ELA.7.Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts. ELA.7.Fig19F Make connections between and across texts, including media (e.g., film, play, music, print media), and provide textual evidence.

## **GRADE 8**

ELA.8.6A Summarize plot and analyze linear plot developments (e.g., conflict, rising action, falling action, resolution/denouement, subplots) to determine whether and how conflicts are resolved.

ELA.8.6B Analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict.

ELA.8.Fig19D Make complex inferences about text and use textual evidence to support understanding.

ELA.8.Fig19E Summarize and paraphrase texts in ways that maintain meaning and logical order within a text and across texts.

ELA.7.Fig19F Make connections between and across texts, including media (e.g., film, play, music, print media), and provide textual evidence.

## **HIGH SCHOOL**

HS ELA.1.1A engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes.

HS ELA.1.2A use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary.

HS ELA.1.4B generate questions about text before, during, and after reading to deepen understanding and gain information.

HS ELA.1.4C make and correct or confirm predictions using text features, characteristics of genre, and structures.

HS ELA.1.4D create mental images to deepen understanding.

HS ELA.1.4E make connections to personal experiences, ideas in other texts, and society.

HS ELA.1.6C analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development.

HS ELA.1.6D analyze how the setting influences the theme.





HS ELA.II.4F make inferences and use evidence to support understanding.

HS ELA.II.5D paraphrase and summarize texts in ways that maintain meaning and logical order.

HS ELA.II.6A analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures.

HS ELA.III.2B analyze context to draw conclusions about nuanced meanings such as in imagery

HS ELA.III.5F respond using acquired content and academic vocabulary as appropriate.

HS ELA.III.6B analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme.

# Dance

## **KINDER-GRADE 2**

DANCE.K–2.3.1: Understand the differences in dances through historical periods.

DANCE.K–2.2b.4: Understand and remember proper performer, audience, and classroom behavior.

DANCE.K–2.3.4: Apply dance concepts to the other content areas.

DANCE.K–2.4.1: Remember, understand, and perform movement sequences or dances communicating and expressing feelings and/or ideas.

DANCE.K–2.4.2: Evaluate and explain the dance content, meanings, or social/cultural context within the dance observed and/or performed.

DANCE.K–2.4.4: Observe and understand the differences of artistic movement choices and its effects on audience.

## **GRADE 3 – GRADE 5**

DANCE.3–5.2b.4: Understand and apply proper performer, audience, and classroom behavior.

DANCE.3–5.3.1: Analyze and evaluate the differences in dances through historical periods as communicated through dance movement.

DANCE.3–5.3.4: Understand and apply dance concepts in various media to the other content areas.

DANCE.3–5.4.1: Analyze, evaluate, and perform movement sequences or dances communicating and expressing feelings and/or ideas.

DANCE.3–5.4.2: Evaluate and apply dance content, meanings, or social/cultural context within the dance observed and/or performed.

DANCE.3–5.4.4: Analyze, evaluate, and apply the differences of artistic choices and its effects on audience and/or performer.

## **MIDDLE SCHOOL**

MS DANCE. 1.2aD recognize expressions of ideas or emotions individually and in groups.

MS DANCE. 1.5A define the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 1.5B identify relationships between dance and other content areas.

MS DANCE. 2.2aD explore and demonstrate expressions of ideas or emotions individually and in groups

MS DANCE. 2.4A demonstrate the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 2.4B interpret relationships between dance other content areas.

MS DANCE. 3.2aD design and demonstrate expressions of ideas or emotions individually and in groups.

MS DANCE. 3.4A: design and apply criteria for evaluating the quality and effectiveness of dance performances while incorporating appropriate etiquette in the classroom and performances.

MS DANCE. 3.4B: create relationships between dance and other content areas.

## **HIGH SCHOOL**

HS DANCE. 1.2cC demonstrate effective knowledge of dance genres, styles, and vocabulary.



HS DANCE. 1.5C identify similarities of form and expression in dance and other content areas.

HS DANCE. 2.5B analyze dance from a variety of perspectives such as those of dance critic, performer, choreographer, and audience member.

HS DANCE. 3.3C evaluate the performance of projection, confidence, and expression in the movement.

# Music

## **KINDER**

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.

5B: Identify simple interdisciplinary concepts related to music.

6A: Identify and demonstrate appropriate audience behavior during live or recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **GRADE 1**

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.

6A: Identify and demonstrate appropriate audience behavior during live or recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **GRADE 2**

3C: Move alone or with others to a varied repertoire of music using gross and fine locomotor and non-locomotor movement.

5C: Identify simple interdisciplinary concepts related to music.

6A: Begin to practice appropriate audience behavior during live or recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **GRADE 3**

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

5C: Identify the relationships between music and interdisciplinary concepts.

6A: Exhibit audience etiquette during live and recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **GRADE 4**

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

5D: Examine the relationships between music and interdisciplinary concepts.

6A: Exhibit audience etiquette during live and recorded performances.

6D: Respond verbally or through movement to short musical examples.

## **GRADE 5**

3C: Move alone or with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together.

5D: Examine the relationships between music and interdisciplinary concepts.

6A: Exhibit audience etiquette during live and recorded performances.

6D: Respond verbally or through movement to short musical examples.

MUSIC I.3A Demonstrate, alone and in groups, characteristic vocal or instrumental timbre.

MUSIC I.4C Identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

MUSIC I.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.



MUSIC I.5E Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

## **MIDDLE SCHOOL**

MS MUSIC II.3A Demonstrate, alone and in groups, characteristic vocal or instrumental timbre.

MS MUSIC II.4C Identify relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences.

MS MUSIC II.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.

MS MUSIC II.5F Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

MS MUSIC III.3A Demonstrate, alone and in groups, characteristic vocal or instrumental timbre.

MSMUSIC III.4C Compare and contrast relationships of music content and processes to other academic disciplines such as the relationship between music and mathematics, literature, history, sciences, and language.

MS MUSIC III.5A Demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings.

MS MUSIC III.5F Demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

## **HIGH SCHOOL**

HS MUSIC I.6A practice informed concert etiquette as a performer and as an audience member during live and recorded performances in a variety of settings.

HS MUSIC II.1G Compare and contrast concepts of music such as rhythm, meter, melody, harmony, key, expression markings, dynamics, and timbre.

HS MUSIC II.2B interpret music symbols and expressive terms referring to dynamics, tempo, and articulation.

HS MUSIC II.5C Identify and explore the relationships between music and other academic disciplines.

# Theatre

## **KINDER**

K.1B: Explore space using expressive movement.

K.1C: Imitate sounds.

K.1D: Imitate and recreate objects in dramatic play.

K.2A: Demonstrate safe use of movement and voice.

K.2B: Assume roles through imitation and recreation.

K.3D: Cooperate with others in dramatic play.

K.5A: Discuss, practice, and display appropriate audience behavior.

## **GRADE 1**

1.1B: Develop spatial awareness in dramatic play using expressive and rhythmic movement.

1.1C: Imitate actions and sounds.

1.1D: Imitate and create animate and inanimate objects in dramatic play.

1.2A: Demonstrate safe use of movement and voice.

1.2B: Create roles through imitation.

1.3A: Discuss aspects of the environment for use in dramatic play, such as location or climate.

1.3D: Cooperate with others in dramatic play.

1.5A: Discuss, practice, and display appropriate audience behavior.

1.5C: Discuss the use of music, creative movement, and visual components in dramatic play.

## **GRADE 2**

2.1B: Expand spatial awareness in dramatic play using expressive and rhythmic movement.



2.1C: Participate in dramatic play using actions, sounds, and dialogue.

2.1D: Role play, imitate and recreate dialogue.

2.2A: Demonstrate safe use of movement and voice.

2.2B: Role play in real life and imaginary situations through narrative pantomime, dramatic play, and story dramatization.

2.3D: Cooperate and interact with others in dramatic play.

2.5A: Discuss, practice, and display appropriate audience behavior.

2.5C: Integrate music, creative movement, and visual components in dramatic play.

### **GRADE 3**

3.1B: Create playing space using expressive and rhythmic movement.

3.1C: Respond to sounds, music, images, language, and literature using movement.

3.1D: Reflect the environment, portray character, and demonstrate actions in classroom dramatizations.

3.2A: Demonstrate safe use of movement and voice.

3.2B: Participate in a variety of roles in real life or imaginative situations through narrative pantomime, dramatic play, or story dramatization.

3.3A: Identify technical theatre elements, such as props, costumes, sound, and visual elements that define character, environment, action and theme.

3.3D: Cooperate and interact with others in dramatic play.

3.5A: Apply appropriate audience behavior consistently.

3.5C: Discuss the use of music, movement, and visual components in dramatic activities and performances.

### **GRADE 4**

4.1B: Develop body awareness and spatial perception using rhythmic and expressive movement.

4.1C: Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue.

4.1D: Express emotions and ideas using interpretive movements, sounds, and dialogue.

4.2A: Demonstrate safe use of the voice and body.

4.2B: Describe characters, their relationships, and their surroundings.

4.3A: Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme.

4.3D: Interact cooperatively with others in brief dramatizations.

4.5A: Apply appropriate audience behavior at formal and informal performances.

4.5C: Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

### **GRADE 5**

5.1B: Develop body awareness and spatial perceptions using pantomime.

5.1C: Respond to sounds, music, images, languages, and literature using movement.

5.1D: Express emotions and relate ideas using interpretive and planned movement and dialogue.

5.2A: Demonstrate safe use of the voice and body.

5.2B: Describe characters, their relationships, and their surroundings in detail.

5.3A: Demonstrate character, environment, action, and theme using props, costumes, and visual elements.

5.3D: Interact cooperatively with others in dramatizations.

5.5A: Analyze and apply appropriate audience behavior at a variety of performances.

5.5C: Identify and discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre.

### **MIDDLE SCHOOL**

MS THEATRE.I.1.A develop characterization based on sensory and emotional recall.



- MS THEATRE.I.1.B expand body awareness and spatial perceptions using mime.
- MS THEATRE.I.1.C respond to sounds, music, images, and the written word, incorporating movement.
- MS THEATRE.I.2.A demonstrate safe use of the voice and body.
- MS THEATRE.I.2.E express emotions and ideas using interpretive movements and dialogue.
- MS THEATRE.I.5.A identify and apply audience etiquette at all performances.
- MS THEATRE.I.5.B develop simple oral and written observations about the visual, aural, oral, and kinetic aspects of theatrical performances such as informal playmaking or formal theatre.
- MS THEATRE.I.5.C identify production elements of theatre, film, television, and other media.
- MS THEATRE.II.1.A explore characterization using sensory and emotional recall.
- MS THEATRE.II.1.C create expressive and rhythmic movements.
- MS THEATRE.II.2.A demonstrate safe use of the voice and body.
- MS THEATRE.II.2.F compare and contrast dramatic performances to life.
- MS THEATRE.II.5.A understand and demonstrate appropriate audience etiquette at various types of performances.
- MS THEATRE.II.5.C demonstrate knowledge of production elements in theatre, film, television, and other media.
- MS THEATRE.III. 1.A evaluate characterization using emotional and sensory recall.
- MS THEATRE.III. 1.C create expressive movement and mime to define space and characters.
- MS THEATRE.III.2.A demonstrate safe use of the voice and body.
- MS THEATRE.III.5.A understand and demonstrate appropriate. audience etiquette at various types of live performances.
- MS THEATRE.III.5.C demonstrate knowledge of production elements in theatre, film, television, and other media.

## **HIGH SCHOOL**

- HS THEATRE.I.1.A Understand the value and purpose of using listening, observation, concentration, cooperation, and emotional and sensory recall.
- HS THEATRE.I.1.F Demonstrate a working knowledge of the language of theatre such as stage terminology, elements of theatre, or theatrical conventions.
- HS THEATRE.I.1.G Analyze and describe the interdependence of all theatrical elements.
- HS THEATRE.I.2.B Define creativity as it relates to personal expression.
- HS THEATRE.II.3.C Analyze characters, themes, duties, and elements of a script to determine artistic roles and technical assignments.
- HS THEATRE.II.5.D Evaluate the treatment of artistic elements such as theme, character, setting, and action in theatre, musical theatre, dance, art, music, or other media and integrate more than one art form in informal presentations.
- THEATRE.II.5.B develop simple oral and written observations about the visual, aural, oral, and kinetic.
- THEATRE.III.1.F evaluate the interdependence of all theatrical elements.
- THEATRE.III.2.B analyze creativity as it relates to self and ensemble and its effect on audience.
- THEATRE.III.2.C analyze characters from various genres and styles, describing physical, intellectual, emotional, and social dimensions.
- THEATRE.III.5.C apply the concepts of evaluation to performances and evaluate theatre, film, television, and other media with depth and complexity using appropriate vocabulary.
- THEATRE.III.5.D compare communication methods of theatre with those of art, music, dance, and other Readiness Standards/Aligned Readiness