

**Green Township School District
Grades 3 & 4 Performing Arts Benchmarks**

Report Card Indicators			
	MP #1	MP #2	MP #3
Process			
1.1.5.C.1- The well-made play uses a specific, identifiable narrative structure (e.g., inciting incident, climax, dénouement, etc.).	<ul style="list-style-type: none"> ● Observe examples of a well made play (video). 	<ul style="list-style-type: none"> ● Read and discuss different plays (scripts) and what makes them well made. 	<ul style="list-style-type: none"> ● Evaluate the characteristics of a well-made play in a variety of scripts and performances.
1.1.5.C.2- The actor's physicality and vocal techniques have a direct relationship to character development	<ul style="list-style-type: none"> ● Identify voice to communicate an emotion. ● Observe different characters and their use of vocal techniques ● Discuss the characteristics of those characters 	<ul style="list-style-type: none"> ● Practice using voice to create different characters 	<ul style="list-style-type: none"> ● Demonstrate different characters by using vocal techniques
1.1.5.C.3- Time, place, mood, and theme are enhanced through use of the technical theatrical elements	<ul style="list-style-type: none"> ● Observe examples of the technical elements of theater ● Discuss the technical elements of theater 	<ul style="list-style-type: none"> ● Observe how time, place, mood, and theme are enhanced through use of the technical theatrical elements ● Discuss how time, place, mood, and theme are enhanced 	<ul style="list-style-type: none"> ● Identify how time, place, mood, and theme are enhanced through use of the technical theatrical elements ● Give examples of how time, place,

		through use of the technical theatrical elements	mood, and theme are enhanced through use of the technical theatrical elements
1.1.5.C.4- Sensory recall is a technique actors commonly employ to heighten the believability of a character.	<ul style="list-style-type: none"> ● Identify the senses ● Discuss the senses ● Discuss how the senses can help portray emotions in a scene ● Observe an example of acting using sensory recall 	<ul style="list-style-type: none"> ● Practice using sensory recall to create a character 	<ul style="list-style-type: none"> ● Demonstrate a character with emotions by using sensory recall
History of the Arts and Culture			
1.2.5.A.1- Art and culture reflect and affect each other	Introduced in fourth grade	<ul style="list-style-type: none"> ● Observe examples of The Arts reflecting different cultures ● Discuss 	<ul style="list-style-type: none"> ● Identifying how The Arts reflect different cultures
1.2.5.A.2- Characteristic approaches to content, form, style, and design define art genres.	<ul style="list-style-type: none"> ● Observe different genres of theater ● Discuss different genres of theater 	<ul style="list-style-type: none"> ● Discuss form, style and design of different genres of theater 	<ul style="list-style-type: none"> ● Recognize common artistic elements in theatre
1.2.5.A.3- Sometimes the contributions of an individual artist can influence a generation of artists and signal the beginning of a new art genre.	<ul style="list-style-type: none"> ● Read about a playwright ● Discuss the playwrights life 	<ul style="list-style-type: none"> ● Read a play by that playwright ● Observe an example of theater BEFORE that playwright ● Compare before and after 	<ul style="list-style-type: none"> ● Identify how a playwright influenced a generation of artists and signal the beginning of a new art genre.
Performance			
1.3.5.C.1- A play's effectiveness is	<ul style="list-style-type: none"> ● Discuss the elements 	<ul style="list-style-type: none"> ● Observe examples of 	<ul style="list-style-type: none"> ● Act out a scene or

<p>enhanced by the theatre artists' knowledge of technical theatrical elements and understanding of the elements of theatre</p>	<p>of theater and the technical elements of theater</p>	<p>the elements of theater and the technical elements of theater being used to make a play more effective</p>	<p>skit using the elements of theater and the technical elements of theater</p> <ul style="list-style-type: none"> • Demonstrate basic knowledge of the technical theatrical elements and the elements of theatre: Lighting, sets, properties, sound, plot, character, action, spectacle, sound, etc.
<p>1.3.5.C.2- Performers use active listening skills in scripted and improvised performances to create believable, multidimensional characters. Actors create a sense of truth and believability by applying performance techniques that are appropriate to the circumstances of a scripted or improvised performance.</p>	<ul style="list-style-type: none"> • Observe performance techniques • Discuss performance techniques • Discuss how to create multidimensional characters • Practice active listening skills 	<ul style="list-style-type: none"> • Read scripts • Discuss characters and their characteristics • Identify the use of vocal variety, physical expression, stage business, sensory recall, concentration, and focus 	<ul style="list-style-type: none"> • Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances
<p>Aesthetic responses and Critique Methodologies</p>			
<p>1.4.5.A.1- Works of art may be organized according to their functions and artistic purposes (e.g., genres, mediums, messages, themes).</p>	<ul style="list-style-type: none"> • Discuss basic theatre arts vocabulary 	<ul style="list-style-type: none"> • Observe examples of basic theatre arts vocabulary • Identify basic theatre arts vocabulary 	<ul style="list-style-type: none"> • Observe different types of theater • Employ basic, theatre arts vocabulary to categorize works of

			theatre
1.4.5.A.2- Formalism in dance, music, theatre, and visual art varies according to personal, cultural, and historical contexts.	<ul style="list-style-type: none"> ● Observe performances ● Discuss performances ● Read scripts 	<ul style="list-style-type: none"> ● Discuss performances ● Discuss scripts 	<ul style="list-style-type: none"> ● Make informed aesthetic responses to performances, scripts and books
1.4.5.A.3- Criteria for determining the aesthetic merits of artwork vary according to context. Understanding the relationship between compositional design and genre provides the foundation for making value judgments about the arts.	<ul style="list-style-type: none"> ● Observe performances ● Discuss performances ● Read scripts <p>Introduced in fifth grade</p>	<ul style="list-style-type: none"> ● Discuss performances ● Discuss scripts ● Discuss how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference 	<ul style="list-style-type: none"> ● Demonstrate and identify how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
1.4.5.B.1- Identifying criteria for evaluating performances results in deeper understanding of art and art-making.	<ul style="list-style-type: none"> ● Discuss how to evaluate a performance 	<ul style="list-style-type: none"> ● Evaluate a performance verbally 	<ul style="list-style-type: none"> ● Evaluate a performance with a rubric
1.4.5.B.2- Decoding simple contextual clues requires evaluation mechanisms, such as rubrics, to sort fact from opinion.	<ul style="list-style-type: none"> ● Discuss fact vs. opinion 	<ul style="list-style-type: none"> ● Read different plays ● Identify use of contextual clues to determine fact from opinion 	<ul style="list-style-type: none"> ● Use evaluative tools, such as rubrics, for self and group assessment
1.4.5.B.3- While there is shared vocabulary among the four arts disciplines of dance, music, theatre, and visual art, each also has its own discipline specific arts terminology.	<ul style="list-style-type: none"> ● Observe theater vocabulary ● Discuss theater vocabulary 	<ul style="list-style-type: none"> ● Use discipline-specific theater vocabulary to evaluate the strengths and weaknesses of theater 	<ul style="list-style-type: none"> ● Use discipline-specific theater vocabulary to evaluate the strengths and weaknesses of

			<p>theater</p> <ul style="list-style-type: none">• Grades 4 and 5 will: take a test to demonstrate knowledge of theater terminology
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