

**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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