

**Green Township School District  
Grades K-2 Performing Arts Benchmarks**

Report Card Indicators			
Standard	MP #1	MP #2	MP #3
The Creative Process			
<p><b>1.1.2.C.2-</b>Theatre artists use precise vocabulary when staging a play</p>	<ul style="list-style-type: none"> <li>● Identify beginning of a story or script</li> <li>● Identify the middle of a story/script</li> <li>● Identify the end of a story/script</li> </ul>	<ul style="list-style-type: none"> <li>● Identify conflict in a script or story</li> <li>● Identify resolution in a script or story</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate a scene with a clear beginning, middle and end.</li> <li>● Demonstrate examples of conflict and resolution</li> </ul>
<p><b>1.1.2.C.3-</b> Creative drama and storytelling use voice, movement, and facial expression to communicate emotions. Creating characters is an act of intention in which actors play themselves in an imaginary set of circumstances.</p>	<ul style="list-style-type: none"> <li>● Identify facial expressions to communicate an emotion</li> <li>● Identify movement to communicate an emotion</li> <li>● Identify voice to communicate an emotion.</li> </ul>	<ul style="list-style-type: none"> <li>● Use voice to create characters</li> <li>● Use movement to create characters</li> <li>● Use facial expressions to create characters</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate using facial expressions to create character and portray emotions</li> <li>● Use Voice to create a character and portray emotions</li> <li>● Use movement to create character and portray emotions</li> </ul>
<p><b>1.1.2.C.4-</b> The technical theatrical elements and theatre architecture are inherent in theatrical design and production</p>	<p>Observe examples of the technical aspects of theatre:</p> <ul style="list-style-type: none"> <li>● lighting</li> <li>● sets</li> <li>● properties</li> <li>● Sound</li> </ul> <p>Introduced in First Grade</p>	<p>Identify examples of the technical aspects of theatre:</p> <ul style="list-style-type: none"> <li>● lighting</li> <li>● sets</li> <li>● properties</li> <li>● sound</li> </ul>	<p>Describe examples of the technical aspects of theatre:</p> <ul style="list-style-type: none"> <li>● lighting</li> <li>● sets</li> <li>● properties</li> <li>● sound</li> </ul>

<b>History of Arts and Culture</b>			
<b>1.2.2.A.1-</b> Dance, music, theatre, and visual artwork from diverse cultures and historical eras have distinct characteristics and common themes that are revealed by contextual clues within the works of art.	Introduced in Second Grade	<ul style="list-style-type: none"> <li>● Observe theater from different cultures and historical eras</li> <li>● Observe common themes</li> </ul>	<ul style="list-style-type: none"> <li>● Identify theater from different cultures and historical eras</li> <li>● Identify common themes in works of theater.</li> </ul>
<b>1.2.2.A.2-</b> The function and purpose of artmaking across cultures is a reflection of societal values and beliefs.	Introduced in Second Grade	View societal values expressed in scripts and stories	Identify societal values expressed in scripts and stories
<b>Performance</b>			
<b>1.3.2.C.2-</b> Actors use voice and movement as tools for storytelling.	<ul style="list-style-type: none"> <li>● Use voice and movement in group pantomimes</li> </ul>	<ul style="list-style-type: none"> <li>● Use voice and movement in group pantomimes, and improvisations</li> </ul>	<ul style="list-style-type: none"> <li>● Use voice and movement with a partner</li> <li>● Use voice and movement alone</li> </ul>
<b>1.3.2.C.3-</b> Voice and movement have broad ranges of expressive potential.	<ul style="list-style-type: none"> <li>● Develop awareness of using movement and voice to express oneself</li> </ul>	<ul style="list-style-type: none"> <li>● Practice using movement and voice to express oneself</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate using movement and voice to express oneself</li> </ul>
<b>Aesthetic Response/ Critique Methodologies</b>			
<b>1.4.2.A.1, 1.4.2.A.2, 1.4.2.A.3, 1.4.2.A.4-</b> Each arts discipline (dance, music, theatre, and visual art) has distinct characteristics, as do the artists who create them.			

<p><b>1.4.2.A.1</b> Identify aesthetic qualities of exemplary works of art in dance, music, theatre, and visual art, and identify characteristics of the artists who created them (e.g., gender, age, absence or presence of training, style, etc.)</p>	<p>Introduced in Second Grade</p>	<ul style="list-style-type: none"> <li>● Observe aesthetic qualities of exemplary works of art in theatre</li> <li>● Identify characteristics of the artists who created them</li> </ul>	<ul style="list-style-type: none"> <li>● Identify aesthetic qualities of exemplary works of art in Theatre</li> <li>● Identify characteristics of the artists who created them</li> </ul>
<p><b>1.4.2.A.2</b> Compare and contrast culturally and historically diverse works of dance, music, theatre, and visual art that evoke emotion and that communicate cultural meaning.</p>	<ul style="list-style-type: none"> <li>● Observe diverse works of theater</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss diverse works of theater</li> </ul>	<ul style="list-style-type: none"> <li>● Identify diverse works of theater</li> </ul>
<p><b>1.4.2.A.3</b> Use imagination to create a story based on an arts experience that communicated an emotion or feeling, and tell the story through each of the four arts disciplines (dance, music, theatre, and visual art)</p>	<ul style="list-style-type: none"> <li>● Observe emotions or feelings in theater</li> <li>● Demonstrate emotions or feeling with facial expressions</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate feelings with facial expressions, body and voice in a group</li> </ul>	<ul style="list-style-type: none"> <li>● Demonstrate feelings with facial expressions, body and voice alone in front of a group</li> </ul>
<p><b>1.4.2.A.4</b> Distinguish patterns in nature found in works of dance, music, theatre, and visual art.</p>	<ul style="list-style-type: none"> <li>● Observe different works of theater that exhibit patterns in nature</li> </ul>	<ul style="list-style-type: none"> <li>● Discuss different works of theater that exhibit patterns in nature</li> </ul>	<ul style="list-style-type: none"> <li>● Identify different works of theater that exhibit patterns in nature</li> </ul>
<p><b>1.4.2.B.1-</b> Relative merits of works of art can be qualitatively and quantitatively assessed</p>	<ul style="list-style-type: none"> <li>● Discuss the elements of theater</li> </ul>	<ul style="list-style-type: none"> <li>● Observe the basic arts elements in performances</li> </ul>	<ul style="list-style-type: none"> <li>● Observe the basic arts elements in performances and</li> </ul>

using observable criteria.			<ul style="list-style-type: none"> <li>exhibitions and</li> <li>use them to create assessments of theatre</li> </ul>
<b>1.4.2.B.2-</b> Constructive criticism is an important evaluative tool that enables artists to communicate more effectively.	<ul style="list-style-type: none"> <li>Identify the principles of positive critique</li> </ul>	<ul style="list-style-type: none"> <li>Describe the principles of positive critique in giving and receiving responses to performances.</li> </ul>	<ul style="list-style-type: none"> <li>Apply the principles of positive critique in giving and receiving responses to performances.</li> </ul>
<b>1.4.2.B.3-</b> Contextual clues are embedded in works of art and provide insight into artistic intent.	<ul style="list-style-type: none"> <li>Observe the subject or theme in works of theatre</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the subject or theme in works of theatre.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the subject or theme in works of theatre.</li> </ul>