**NATIONAL CORE ARTS STANDARDS**

**Theatre**

**GRADE 3**

**CREATING**

**TH:Cr1.1.3.**c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work.

**TH:Cr2-3.**b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work.

**TH:Cr3.1.3.**b. Participate and contribute to physical and vocal exploration in an improvised or scripted drama/theatre work.

**PERFORMING**

**TH:Pr4.1.3.**b. Investigate how movement and voice are incorporated into drama/theatre work.

**TH:Pr5.1.3.**a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work.

**TH:Pr6.1.3.**a. Practice drama/theatre work and share reflections individually and in small groups.

**RESPONDING**

**TH:Re7.1.3.**a. Understand why artistic choices are made in a drama/theatre work.

**TH:Re8.1.3.**c. Examine how connections are made between oneself and a character’s emotions in drama/theatre work.

**TH:Re9.1.3.**c. Evaluate and analyze problems and situations in a drama/theatre work from an audience perspective.

**CONNECTING**

**TH:Cn10.1.3.**a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work.

**TH:Cn11.1.3.**a. Identify connections to community, social issues and other content areas in drama/theatre work.

**TH:Cn11.2.3.**a. Explore how stories are adapted from literature to drama/theatre work.

**GRADE 4**

**CREATING**

**TH:Cr1.1.4.**c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.

**TH:Cr2-4.**b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers.

**TH:Cr3.1.4.**a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.

**PERFORMING**

**TH:Pr4.1.4.**b. Make physical choices to develop a character in a drama/theatre work.

**TH:Pr5.1.4.**a. Practice selected exercises that can be used in a group setting for drama/theatre work.

**TH:Pr6.1.4.**a. Share small-group drama/theatre work, with peers as audience.

**RESPONDING**

**TH:Re7.1.4.**a. Identify artistic choices made in a drama/theatre work through participation and observation.

**TH:Re8.1.4.**b. Compare and contrast the qualities of characters in a drama/theatre work through physical characteristics and prop or costume design choices that reflect cultural perspectives.

**TH:Re9.1.4.**c. Observe how a character’s choices impact an audience’s perspective in a drama/theatre work.

**CONNECTING**

**TH:Cn10.1.4.**a. Identify the ways drama/theatre work reflects the perspectives of a community or culture.

**TH:Cn11.1.4.**a. Respond to community and social issues and incorporate other content areas in drama/theatre work.

**TH:Cn11.2.4.**a. Investigate cross- cultural approaches to storytelling in drama/theatre work.

**GRADE 5**

**CREATING**

**TH:Cr.1.1.5.**a. Identify physical qualities that might reveal a character’s inner traits in the imagined world of a drama/theatre work.

**TH:Cr2-5.**a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.

**TH:Cr3.1.5.**a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.

**PERFORMING**

**TH:Pr4.1.5.**b. Use physical choices to create meaning in a drama/theatre work.

**TH:Pr5.1.5.**a. Choose acting exercises that can be applied to a drama/theatre work.

**TH:Pr6.1.5.**a. Present drama/theatre work informally to an audience.

**RESPONDING**

**TH:Re7.1.5.**a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.

**TH:Re8.1.5.**b. Explain responses to characters based on cultural perspectives when participating in or observing drama/theatre work.

**TH:Re9.1.5.**c. Recognize how a character’s circumstances impact an audience’s perspective in a drama/theatre work.

**CONNECTING**

**TH:Cn10.1.5.**a. Explain how drama/theatre connects oneself to a community or culture.

**TH:Cn11.1.5.**a. Investigate historical, global and social issues expressed in drama/theatre work.

**TH:Cn11.2.5.**a. Analyze commonalities and differences between stories set in different cultures in preparation for a drama/theatre work.

**GRADE 6**

**CREATING**

**TH:Cr2-6.**b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theatre work.

**TH:Cr3.1.6.**b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theatre work.

**PERFORMING**

**TH:Pr4.1.6.**a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theatre work.

**TH:Pr6.1.6.**a. Adapt a drama/theatre work and present it informally for an audience.

**RESPONDING**

**TH:Re7.1.6.**a. Describe and record personal reactions to artistic choices in a drama/theatre work.

**TH:Re8.1.6.**b. Identify cultural perspectives that may influence the evaluation of a drama/theatre work

**CONNECTING**

**TH:Cn10.1.6.**a. Explain how the actions and motivations of characters in a drama/theatre work impact perspectives of a community or culture.

**TH:Cn11.1.6.**a. Identify universal themes or common social issues and express them through a drama/theatre work.

**MUSIC**

**THIRD**

PERFORMING

MU:Pr4.1.3 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, purpose ,and context .

MU:Pr4.2.3 c Identify how cultural and historical context inform performances.

RESPONDING

MU:Re7.1.3 a Demonstrate and describe how selected music connects to and is influenced by specific interests, experiences, or purposes.

MU:Re7.2.3 a Demonstrate and describe how a response to music can be informed by the structure , the use of the elements of music , and context (such as personal and social ).

MU:Re9.1.3 a Evaluate musical works and performances , applying established criteria , and describe appropriateness to the context .

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.3 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.3 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

FOURTH

PERFORMING

MU:Pr4.1.4 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, context, and technical skill .

MU:Pr4.2.4 c Identify how cultural and historical context inform performances and result in different music interpretations .

RESPONDING

MU:Re7.1.4 a Demonstrate and explain how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.4 a Demonstrate and explain how responses to music are informed by the structure, the use of the elements of music, and context (such as social and cultural ).

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.4 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.4 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**FIFTH**

PERFORMING

MU:Pr4.1.5 a Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge, and context, as well as their personal and others’ technical skill.

MU:Pr4.2.5 c Identity how cultural and historical context inform performances and result in different musical effects .

MU:Pr6.1.5 b Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style .

RESPONDING

MU:Re7.1.5 a Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.

MU:Re7.2.5 a Demonstrate and explain, citing evidence , how responses to music are informed by the structure, the use of the elements of music, and context (such as social, cultural, and historical).

MU:Re9.1.2 a Apply personal and expressive preferences in the evaluation of music for specific purposes.

CONNECTING

MU:Cn10.0.5 a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

MU:Cn11.0.5 a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

**COMMON CORE**

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| **Third** | | **READING** |
|  | **Key Ideas and Details**   * RL.3.2. Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. * RL.3.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events | |
|  | **Craft and Structure**   * RL.3.5. Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. * RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. | |
|  | **Fluency**   * RF.3.4. Read with sufficient accuracy and fluency to support comprehension.   + Read grade-level text with purpose and understanding.   + Read grade-level prose and poetry orally with accuracy, appropriate rate and expression. | |

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| **Third** | | **WRITING** |
|  | **Text Types and Purposes**   * W.3.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons. * W.3.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
|  | **Production and Distribution of Writing**   * W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. | |

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| **Third** | | **SPEAKING AND LISTENING** |
|  | **Comprehension and Collaboration**   * SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one. in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others’ ideas and expressing their own clearly. * SL.3.2. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
|  | **Presentation of Knowledge and Ideas**   * SL.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. | |

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| **Fourth** | | **READING** |
|  | **Key Ideas and Details**   * RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text. * RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions). | |
|  | **Craft and Structure**   * RL.4.5. Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. | |
|  | **Integration of Knowledge and Ideas**   * RL.4.7. Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text. * RL.4.9. Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures. | |
|  | **Fluency**   * RF.4.4. Read with sufficient accuracy and fluency to support comprehension. | |

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| **Fourth** | | **WRITING** |
|  | **Text Types and Purposes**   * W.4.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information. * W.4.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
|  | **Production and Distribution of Writing**   * W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | |

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| **Fourth** | | **SPEAKING AND LISTENING** |
|  | **Comprehension and Collaboration**   * SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one. in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. * SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
|  | **Presentation of Knowledge and Ideas**   * SL.3.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | |

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| **Fifth** | | **READING** |
|  | **Key Ideas and Details**   * RL.5.2. Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. * RL.5.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). | |
|  | **Craft and Structure**   * RL.5.4. Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. | |
|  | **Integration of Knowledge and Ideas**   * RL.4.9. Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. | |
|  | **Fluency**   * RF.4.4. Read with sufficient accuracy and fluency to support comprehension. | |

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| **Fifth** | | **WRITING** |
|  | **Text Types and Purposes**   * W.5.1. Write opinion pieces on familiar topics or texts, supporting a point of view with reasons and information. * W.5.3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. | |
|  | **Production and Distribution of Writing**   * W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. | |

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| **Fifth** | | **SPEAKING AND LISTENING** |
|  | **Comprehension and Collaboration**   * SL.5.1. Engage effectively in a range of collaborative discussions (one-on-one. in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly. * SL.5.2. Summarize written a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. | |
|  | **Presentation of Knowledge and Ideas**   * SL.5.4. Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. * SL.5.6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation. | |

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| **Sixth** | | **READING** |
|  | **Key Ideas and Details**   * RL.6.1. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. * RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. * RL.6.3. Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. | |
|  | **Craft and Structure**   * RL.6.6. Explain how an author develops the point of view of the narrator or speaker in a text. | |
|  | **Integration of Knowledge and Ideas**   * RL.6.7. Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. * RL.6.9. Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. | |

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| **Sixth** | | **WRITING** |
|  | **Text Types and Purposes**   * W.6.3. Write narratives to develop real or imagined experiences or events using effective technique. Relevant descriptive details, and well-structured event sequences. | |
|  | **Production and Distribution of Writing**   * W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. | |

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| **Sixth** | | **SPEAKING AND LISTENING** |
|  | **Comprehension and Collaboration**   * SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one. in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others’ ideas and expressing their own clearly. | |
|  | **Presentation of Knowledge and Ideas**   * SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. | |

**NATIONAL HEALTH EDUCATION STANDARDS**

Grades 3-5

* NHES.4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.
* NHES.4.5.2 Demonstrate refusal skills that avoid or reduce health risks.
* NHES.4.5.3 Demonstrate nonviolent strategies to manage or resolve conflict.
* NHES.4.5.4 Demonstrate how to ask for assistance to enhance personal health.

**HAWAII CONTENT AND PERFORMANCE STANDARDS III**

**Physical Education: MOVEMENT FORMS**

**Standard 1:** Use motor skills and movement patterns to perform a variety of physical activities

* PE.3-5.1.1 Use locomotor and non-locomotor skills in a mature (proper) form
* PE.3-5.1.2 Use manipulative skills in a mature (proper) form
* PE.3-5.1.3 Use combinations of mature (proper) movement forms, including locomotor, non-locomotor, and manipulative skills
* PE.6-8.1.1 Use mature (proper) movement forms appropriately in the context of modified games or activities, such as sports, dance, exercise, and gymnastics
* PE.6-8.1.2 Use combinations of movement forms in the context of modified games or activities, such as sports, dance, exercise, and gymnastics