

**Cypress-Fairbanks Independent School District
ELEMENTARY THEATRE SCOPE AND SEQUENCE
(Texas Essential Knowledge and Skills—TEKS)**

CATEGORY: Perception-The student develops concepts about self, human relationships, and the environment, using elements of drama and conventions of theatre

INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The student is expected to...						
develop self-awareness through dramatic play (K)	I <i>1A</i>	I <i>1A</i>	E	E	E	E
develop confidence and self-awareness through dramatic play (1)						
react to sensory experiences (2)			I <i>1A</i>	E <i>1A</i>	E	E
react to sensory and emotional experiences (3)						
relate sensory and emotional responses to theatre (4)					I <i>1A</i>	E <i>1A</i>
develop characterization, using sensory and emotional recall (5)						
explore space, using expressive movement (K)	I <i>1B</i>	I <i>1B</i>	E <i>1B</i>			
develop spatial awareness in dramatic play, using expressive and rhythmic movement (1)						
expand spatial awareness in dramatic play, using expressive and rhythmic movement (2)						
create playing space, using expressive and rhythmic movement (3)				I <i>1B</i>	E	E
develop body awareness and spatial perceptions, using rhythmic and expressive movement (4)					I <i>1B</i>	E <i>1B</i>
develop body awareness and spatial perceptions, using pantomime (5)						
imitate sounds (K)	I <i>1C</i>	I <i>1C</i>	E <i>1C</i>	E	E	E
imitate actions and sounds (1)						
participate in dramatic play, using actions, sounds, and dialogue (2)						
respond to sound, music, images, and the written word with voice and movement and participate in dramatic play, using actions, sounds, and dialogue (3)				I <i>1C</i>	E	E
respond to sounds, music, images, and the written word, using movement (4) (5)					I <i>1C</i>	E <i>1C</i>
imitate and recreate objects in dramatic play (K)	I <i>1D</i>	I <i>1D</i>	E	E	E	E
imitate and create animate and inanimate objects in dramatic play (1)						

role-play, imitate, and recreate dialogue (2)			I <i>1D</i>	E	E	E
reflect the environment, portray character, and demonstrate actions in classroom dramatizations (3)				I <i>1D</i>	E	E
express emotions and ideas, using interpretive movements, sounds, and dialogue (4) (5)					I <i>1D</i>	E <i>1D</i>
imitate and synthesize life experiences in dramatic play (4)					I <i>1E</i>	I <i>1E</i>
integrate life experiences in dramatic play (5)						
represent environment, characterization, and actions (4)					I <i>1F</i>	E <i>1F</i>
portray environment, characterization, and actions (5)						

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I=Introduce Skill

E=Expand Skill

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CATEGORY: Creative Expression/Performance-The student interprets characters, using the voice and body expressively, and creates dramatizations.

INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The student is expected to...						
demonstrate safe use of movement and voice (K) (1) (2) (3)	I <i>2A</i>	E <i>2A</i>	E <i>2A</i>	E <i>2A</i>	E <i>2A</i>	E <i>2A</i>
demonstrate safe use of the voice and body (4) (5)						
assume roles through imitation and recreation (K)	I <i>2B</i>	I <i>2B</i>	E	E	E	E
assume roles through imitation (1)						
role-play in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization (2)		I	E <i>2B</i>	E	E	E
participate in a variety of roles in real life and imaginative situations through narrative pantomime, dramatic play, and story dramatization (3)				I <i>2B</i>	E	E
describe clearly characters, their relationships, and their surroundings (4)					I <i>2B</i>	I <i>2B</i>
describe clearly characters, their relationships, and their surroundings in detail (5)						
identify the characteristics of dramatic play (K)	I <i>2C</i>	E	E	E	E	E
dramatize limited action stories (1)	I	E <i>2C</i>	E	E	E	E
create dramatizations of limited-action stories, using simple pantomime and puppetry (2)			I <i>2C</i>	E	E	E
dramatize literary selections, using shadow play and puppetry (3)				I <i>2C</i>	E	E
develop characters and assume roles in short improvised scenes, using imagination, personal experiences, heritage, literature, and history (4)					I <i>2C</i>	E <i>2C</i>
select movements and portray a character, using dialogue appropriately (5)						
participate in dramatic play (K)	I <i>2D</i>	E	E	E	E	E
dramatize poems and songs (1)	I	E <i>2D</i>	E	E	E	E

dramatize poems and songs, using simple pantomime and puppetry (2)		I	E <i>2D</i>	E	E	E
dramatize literary selections, using pantomime and imitative (3)				I <i>2D</i>	E	E
dramatize literary selections in unison, pairs, and groups and create simple stories collaboratively through imaginative play in improvisations and story dramatizations, describing the characters, their relationships, and their environments and demonstrating a logical connection of events (4) (5)					I <i>2D</i>	E <i>2D</i>

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CATEGORY: Creative Expression/Performance-The student applies design, directing, and theatre production concepts and skills.

INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The student is expected to...						
create playing space, using simple materials (K)	I 3A	E 3A	E 3A	E	E	E
select aspects of the environment for use in dramatic play (1) (2)						
identify technical theatre elements (3)				I 3A	E 3A	E 3A
demonstrate the safe use of props, costumes, and visual elements, defining character, environment, action, and theme (4)						
define character, environment, action, and theme, using props, costumes, and visual elements (5)						
create costumes, using simple materials (K)	I 3B	I 3B	E 3B	E	E 3B	E 3B
adapt the environment for dramatic play, using simple materials (1) (2)						
alter space to create suitable environments for play-making (4)						
alter space appropriately to create a suitable environment for play-making (5)						
begin to use simple technical theatre elements (3)				I 3B	E	E
plan dramatic play (K)	I 3C	E 3C	E 3C	E 3C	E 3C	E 3C
plan dramatic play (1) (2) (3)						
plan brief dramatizations collaboratively (4) (5)						
cooperate with others in dramatic play (K)	I 3D	E 3D	E 3D	E 3D	E 3D	E 3D
cooperate with others in dramatic play (1)						
cooperate and interact with others in dramatic play (2) (3)						
interact cooperatively with others in brief dramatizations (4) (5)						

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CATEGORY: Historical/Cultural Heritage-The student relates theatre to history, society, and culture.

INSTRUCTIONAL OBJECTIVES	<u>K</u>	<u>1</u>	<u>2</u>	<u>3</u>	<u>4</u>	<u>5</u>
The student is expected to...						
play and replay real and imaginative situations of various cultures (K)	I <i>4A</i>	E <i>4B</i>	E <i>4B</i>	E	E	E
identify diverse cultural dimensions in dramatic play (1) (2)						
play and replay stories from American history (K)	I	E	E	E	E	E
imitate life experiences from various historical periods in dramatic play (1) (2)	<i>4B</i>	<i>4A</i>	<i>4A</i>			
illustrate similarities and differences in life and theatre through dramatic play (3)				I <i>4A</i>	E	E
explain theatre as a reflection of life in particular times, places, and cultures (4)					I <i>4A</i>	E <i>4A</i>
relate theatre to life in particular times, places, and cultures (5)						
reflect historical and diverse cultural influences in dramatic activities (3)				I <i>4B</i>	E	E
identify the role of live theatre, film, television, and electronic media in American society (4)					I <i>4B</i>	E <i>4B</i>
analyze the role of live theatre, film, television, and electronic media in American society (5)						

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CATEGORY: Response/Evaluation-The student responds to and evaluates theatre and theatrical performances.

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The student is expected to...						
begin to identify appropriate audience behavior (K)	I 5A	E 5A	E 5A	E 5A	E 5A	E 5A
identify appropriate audience behavior (1)						
identify and apply appropriate audience behavior (2)						
evaluate and apply appropriate audience behavior consistently (3)						
identify and apply appropriate audience behavior at performances (4)						
analyze and apply appropriate audience behavior at a variety of performances (5)						
respond to dramatic activities (K)	I 5B	E 5B	E 5B	E 5B	E	E
respond to and begin to evaluate dramatic activities (1)						
react to and begin to evaluate dramatic activities (2)						
evaluate simple dramatic activities and performances (3)						
define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and discuss these aspects as found in art, dance, and music (4)					I 5B	E 5B
define visual, aural, oral, and kinetic aspects of informal play-making and formal theatre and describe these components in art, dance, and music (5)						
demonstrate awareness of the use of music, creative movement, and visual components in dramatic play (K)	I 5C	E 5C	E 5C	E 5C	E	E
identify the use of music, creative movement, and visual components in dramatic play (1)						
employ music, creative movement, and visual components in dramatic play (2)						
incorporate music, movement, and visual components in dramatic play(3)						
compare and contrast the ways ideas and emotions are depicted in art, dance, music, and theatre and select movement, music, or visual elements to enhance classroom dramatizations (4)					I 5C	E 5C

compare and contrast ideas and emotions depicted in theatre, dance, music, and art and select and explain the use of movement, music, or visual elements to enhance classroom dramatizations (5)						
observe the performance of artists and identify theatrical vocations (K)	I <i>5D</i>	E <i>5D</i>	E <i>5D</i>	E <i>5D</i>	E <i>5D</i>	E <i>5D</i>
observe the performance of artists and identify theatrical vocations (1) (2)						
observe the performance of amateur and professional artists and begin to compare vocations in theatre (3)						
compare theatre artists and their contributions (4)						
analyze and compare theatre artists and their contributions (5)						

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