

LIED CENTER FOR PERFORMING ARTS
STUDENT MATINEE PROGRAM

**THE VERY
HUNGRY CATERPILLAR**
& OTHER ERIC CARLE FAVORITES

2018-2019 SEASON
PERFORMANCE GUIDE FOR TEACHERS



LIED CENTER
FOR PERFORMING ARTS

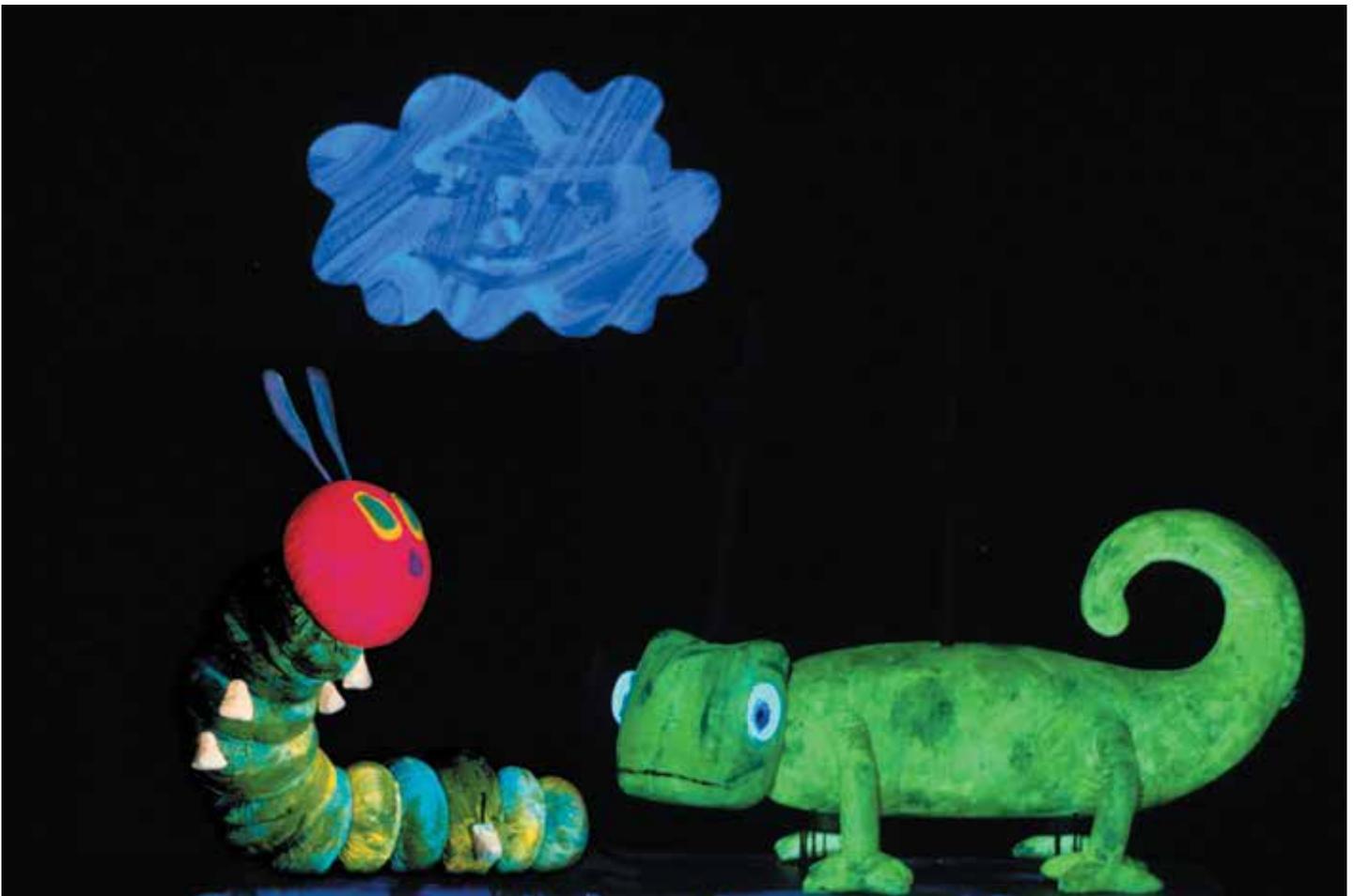
2017 | 2018 SEASON

BACKGROUND

Special performances of world-class artists bring young people and educators (Pre-K-12th grades) together from across Nebraska to share an unforgettable experience. Presenting all genres of performing arts – theater, music and dance – the Lied’s student matinee performances enhance classroom learning, expand cultural awareness and inspire young people and their teachers through exposure to the arts.

ABOUT THE VERY HUNGRY CATERPILLAR AND OTHER ERIC CARLE FAVORITES PERFORMANCES

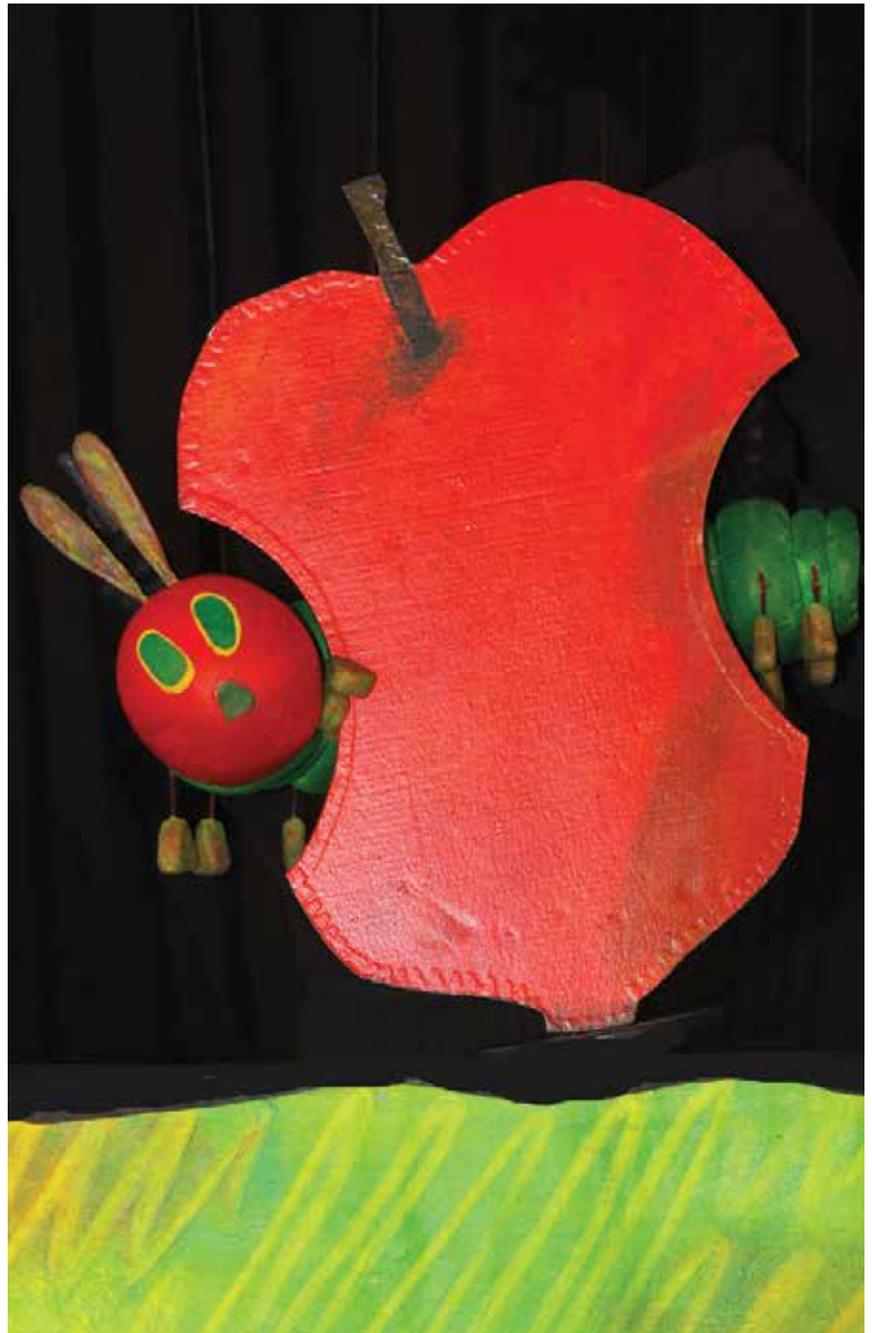
Mermaid Theatre of Nova Scotia’s elegant stage adaptation of Eric Carle’s beloved work has made theatre history, both in Nova Scotia and throughout North America. The performance is designed to introduce young audience members to their first performing arts experience as well as to encourage literacy and the love of reading. *The Very Hungry Caterpillar and Other Eric Carle Favorites* includes the story of The Very Hungry Caterpillar’s metamorphosis into a beautiful butterfly; the fanciful account of Little Cloud’s travels through the sky; and The Mixed-Up Chameleon’s discovery of his own unique nature. By following the Carle’s books closely, the performance provides a seamless entry into the world of theatre and music for these students. The performance’s use of innovative black light staging techniques highlights Jim Morrow’s stunning puppets and props. To see the promotional video of the show, visit <http://www.youtube.com/watch?v=PrZh6UOPVSc>.



THE MERMAID THEATRE OF NOVA SCOTIA

Mermaid Theatre of Nova Scotia was founded in Wolfville in March 1972 by Evelyn Garbary, Sara Lee Lewis and Tom Miller. Despite their different backgrounds, these three individuals shared a commitment to introducing families to the excitement of the performing arts and the magic of literature. Based in Canada for more than 36 years, this theatre has become one of North America's most respected creators of family entertainment, with *The Very Hungry Caterpillar and other Eric Carle Favorites* becoming its signature piece. This theatre company takes a plethora of beloved children's literature and adapts these stories to the stage, such as *Swimmy*, *Frederick* and *Inch by Inch* by Leo Lionni and *Goodnight Moon* and *The Runaway Bunny* by Margaret Wise Brown and Clement Hurd. Not only has the Mermaid Theatre of Nova Scotia been praised by its audience members, but it has also received awards such as the Export Excellence Awards from Nova Scotia and the Government of Canada.

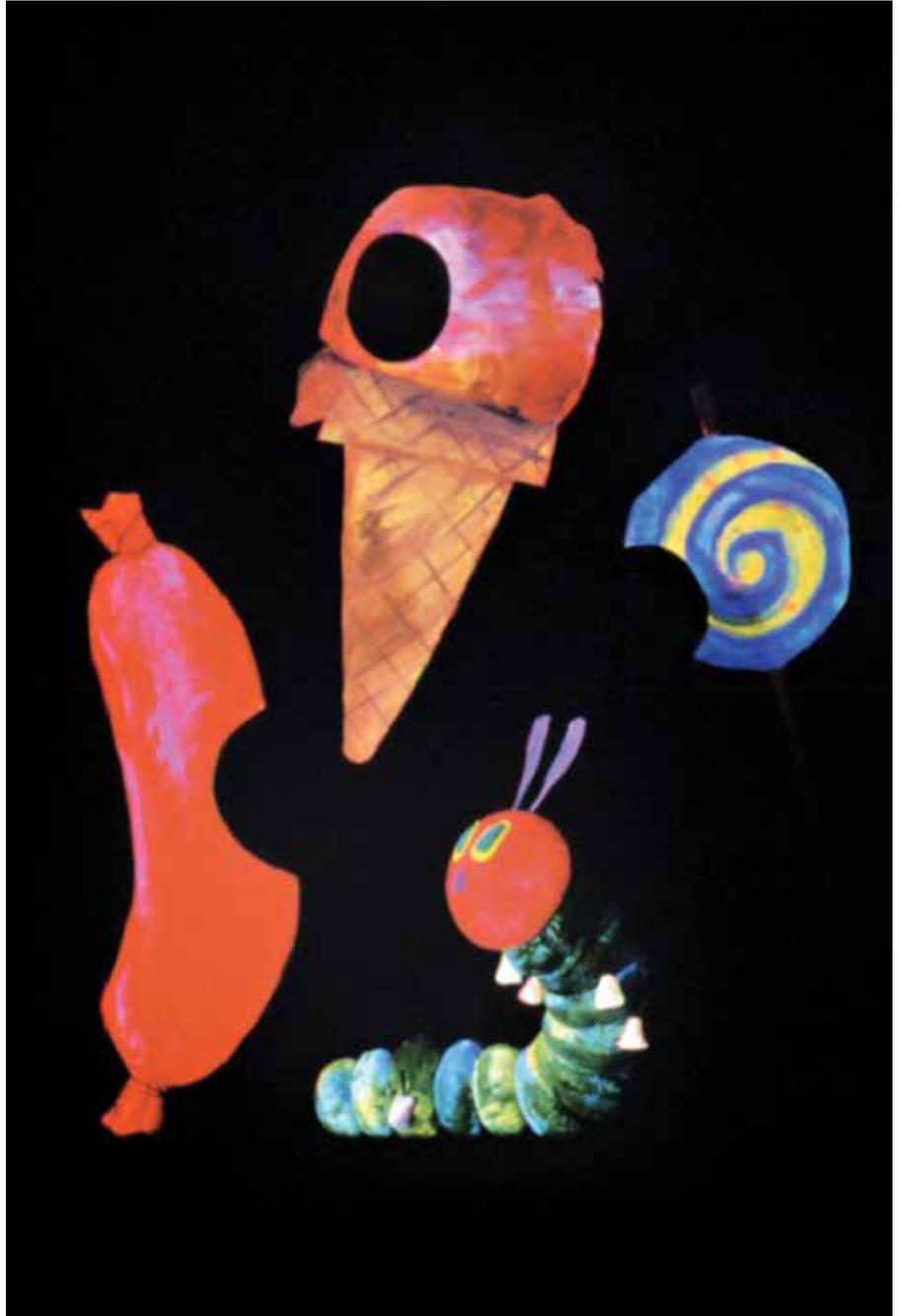
The Mermaid Theatre of Nova Scotia has dedicated its work to both touring professionally with original performances for family audiences around the world and focusing on their local community through the Youtheatre program, Institute of puppetry Arts, and Mermaid Theatre Loft Programs. Hoping to improve children's emotional and aesthetic development, this theatre company offers early exposure to literature, arts, and imagination through an entertaining, informative, and stimulating show.



THE ART OF PUPPETRY

The art of puppetry has charmed audiences for centuries. Even from the beginning of time, people have been using puppets to represent what they are discussing. Primitive people would use rocks or twigs to represent the animals they were about to hunt. This continued through the years to finally create the art of puppetry for performance. Since then, a variety of puppetry styles have come to be.

Four major types of puppets are used in performances by Mermaid Theatre of Nova Scotia. *The Very Hungry Caterpillar and Other Eric Carle Favorites* uses a combination of these types of puppetry. Marionettes, the first style of puppets, are wooden figures that are moved with strings and gravity. They can be used in a number of settings from large theaters to children's stories. The second type of puppets is hand puppets, which cover the hand and forearm and are made of simple items. Hand puppets are the most common because they are so versatile and simple to make. Rod puppets are the third type of puppets to be used in performances. They are usually bigger and have more lifelike movements because they are controlled by rods, which allow them to make bigger gestures. The final type of puppets are hand puppets that use rods to make gestures that are more effective for the main stage. Finally, there are shadow puppets. These usually come from the East and create silhouettes.



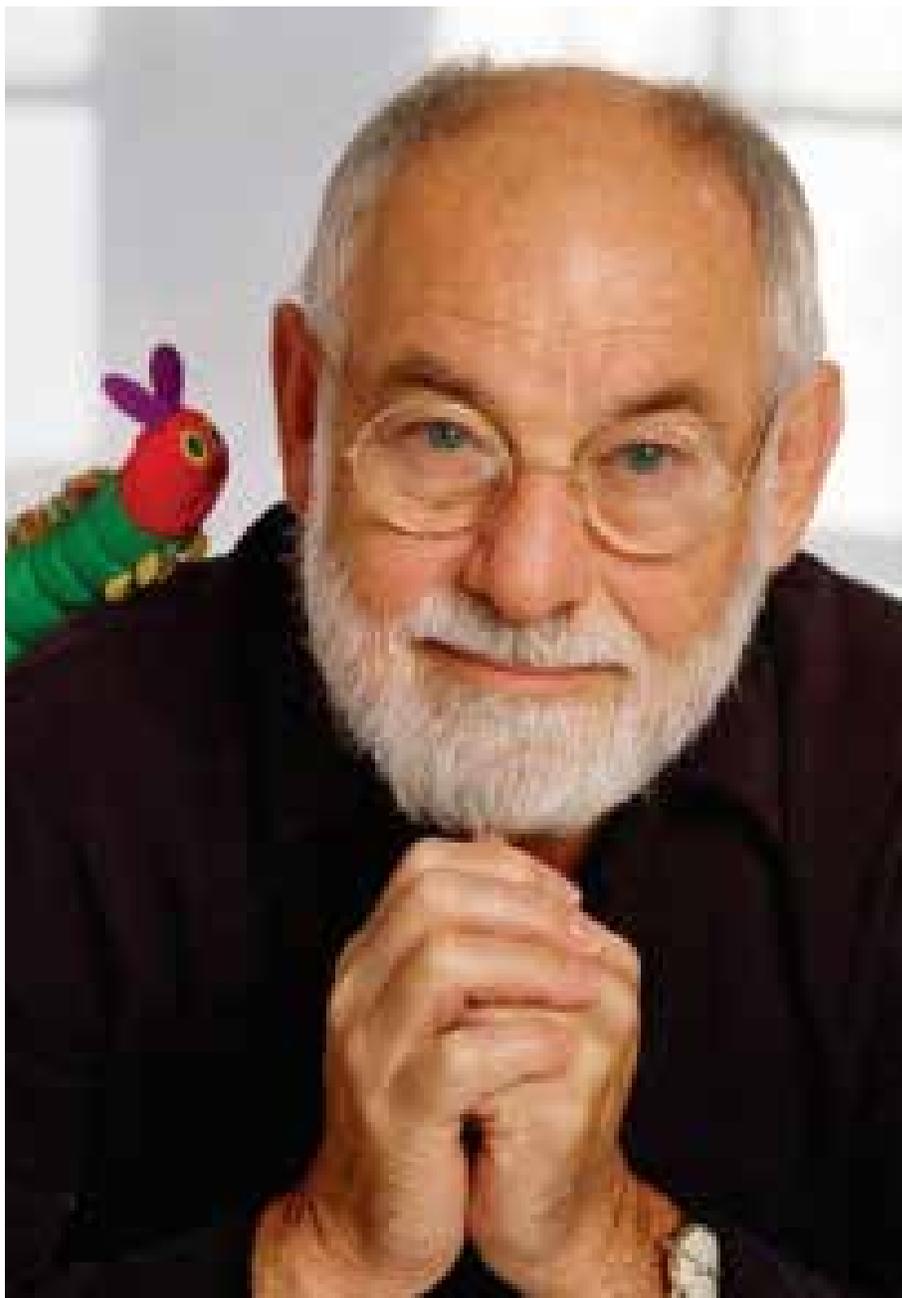
The Very Hungry Caterpillar and Other Eric Carle Favorites' black light puppets cause it to stand out from other performances, just as Eric Carle's unique tissue paper illustrations make his children's books unique. The Mermaid Theatre of Nova Scotia strives to have performances with striking visuals, and puppetry remains their central focus. With their strong dedication to puppetry, the theatre company works to develop more interest in the art form throughout Canada by conducting workshops. They also offer a number of internships and apprenticeship trainings for both puppetry and puppet production.

AUTHOR: ERIC CARLE

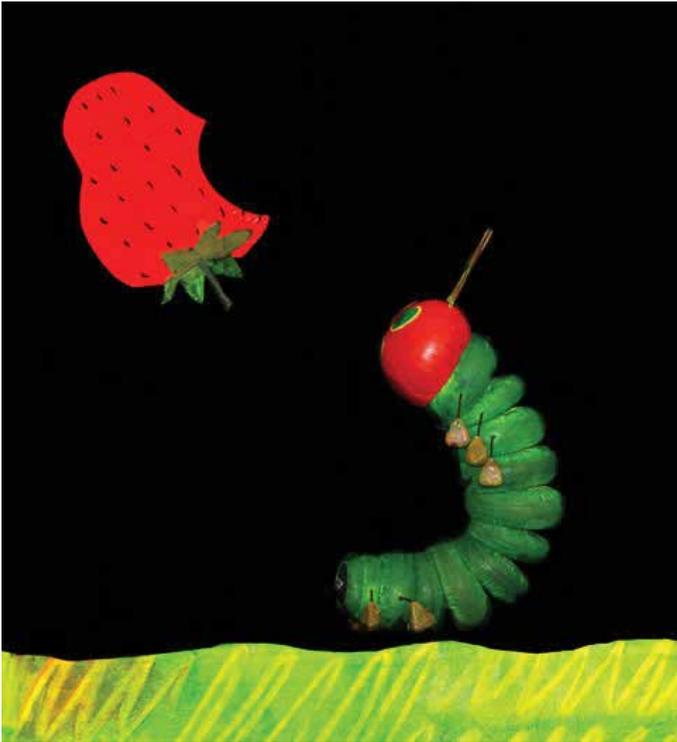
Eric Carle stands apart from his fellow children's literature authors with his collage artwork often made from layering tissue paper. With more than 70 children's books authored and designed, Carle has gained attention internationally. While he has earned much success in his adult life, Carle said he believes that a person's upbringing, education, etc. are what inspire his beloved work. Carle was born in Syracuse, New York, but he spent most of his childhood in Germany after he and his family moved there when he was only six years old. Even though he disliked the strict German school, Carle did not return to the United States for seventeen years. While living in Germany, he would spend time walking through the woods with his father. He also studied fine art at Stuttgart in Germany and became a graphic designer for the New York Times when he returned to the States in 1952. He also eventually spent time as an art director for an international advertising agency. He is best-known for his children's books, which have sold more than 25 million copies worldwide.

All of his experiences growing up have acted as inspiration for his books. He drew inspiration from his difficulties in Germany as well as the nature that filled his afternoon walks with his father.

Sometimes, his inspiration has come from his everyday experiences that would seem mundane or from nothing in particular, such as a worm. When writing *The Very Hungry Caterpillar*, Carle had originally thought of a bookworm named Willy. When his editor asked, however, what he thought about the book using a caterpillar, instead one of Carle's most famous books came to be. It is Eric Carle's unique tissue paper illustrations that make his children's books unique.



STORIES THAT INSPIRED THE PLAY



While many have read the beloved stories of Eric Carle, it may help to have a synopsis of the three stories featured in the performance to aid in preparation for the performance of post-show activities. See the Curriculum Connections portion of this performance guide to help you with some lesson plan ideas that will tie the arts to your specific content area while relating back to the play.

THE VERY HUNGRY CATERPILLAR

One of Carle's best-known stories, *The Very Hungry Caterpillar* follows the transformation of a caterpillar into a butterfly. In the book, the caterpillar travels through the pages, eating holes through any food he can find. The caterpillar counts his way through food, such as apples, bananas and more until he wraps himself up in his chrysalis. Children reading the book watch the caterpillar grow with each item he eats and see his metamorphosis into a butterfly by the end of the book. Children learn more about a caterpillar's life cycle, the days of the week, and counting as they explore the beloved children's book that inspired this performance.

LITTLE CLOUD

The story of *Little Cloud* will appeal to all kids who have spent hours watching clouds shift shape in the summer sky. *Little Cloud* opens with a small cloud floating through the sky alone while the bigger clouds travel together. Little Cloud floats low, grazing the houses he passes and continually grows and takes on the shapes of everything that he loves to watch on the Earth below him. He morphs into a rabbit, shark, and much more as he makes his way back to the larger clouds that moves. After a full day of shape-shifting, Little Cloud joins the rest of his cloud friends, where he morphs together with the other individual clouds. Together, the clouds form a rain cloud and rain down on the Earth, helping to serve their role in the life cycle of the Earth that Little Cloud imitated on his journey.





THE MIXED-UP CHAMELEON

The story of the Mixed-Up Chameleon teaches children to accept themselves for who they are. The story opens with a green chameleon that lives an ordinary life of a chameleon: changing colors to match its surroundings. One day, the chameleon stumbles upon a zoo and is enamored by the variety of animals that fill its walls. As he wanders from exhibit to exhibit, he begins to yearn to be like the other animals. He wishes to be big and white like a polar bear, smart as a fox, handsome as a flamingo, and so on. When he wishes for these characteristics of the other animals, his wishes come true and he begins adopting the physical appearances of the animals he so wishes to be. After he is a culmination of all of these animals, a fly buzzes by his face, making him realize how hungry he is. Because he is no longer a chameleon, he does not have his long, sticky tongue to catch the fly. Realizing that he likes himself the way he was made, the Mixed-Up Chameleon's wish to be a chameleon again comes true. The story of the Mixed-Up Chameleon teaches students that everyone is unique for a reason and that those differences should be celebrated.

POSSIBLE FOLLOW UP LESSONS

To ensure that students receive a truly arts integrated learning experience, it may help to continue using the arts to provide a number of follow up activities after attending *The Very Hungry Caterpillar and Other Eric Carle Favorites*. The Kennedy Center for Performing Arts offers a number of interdisciplinary lessons that may be helpful following the performance. Within these lessons, many opportunities exist to promote literacy with your students. Below are a few examples of such lessons:

THE DANCE OF THE BUTTERFLY

Can you express the life cycle of the monarch butterfly through dance? This lesson falls perfectly in line with *The Very Hungry Caterpillar*, and it may also be possible to use this lesson as preparation for the performance. Incorporating science, dance, and art, this lesson teaches students the stages of the life cycle of a monarch butterfly. It invites students to read Carle's book, *The Very Hungry Caterpillar*, and draw pictures based on the images in the book. Students will then examine photographs of the stages of a butterfly's life cycle before creating a graphic organizer that describes those stages. The lesson concludes with the students creating, choreographing, and performing a dance that represents the life stages they have just studied. Encourage your students to engage with the written text to explore more language arts opportunities within this science-rich lesson. Because this lesson is geared toward a younger grade level, it may be helpful to have them practice reading aloud portions of the book to ensure they become more literate in both reading and science concepts. One way to promote such reading aloud would be to have students partner up, sharing a copy of the book between them, and then whenever you stop, they must all read the following word aloud as a class. By pausing on the words that enhance your lesson's objectives, you will be reinforcing the content as well as promoting more literacy as students must follow along with the reading. To view this entire lesson, visit http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Butterfly_Dance.aspx.



ANIMAL HABITATS

Explore animal habitats through story, song, drama, and art. Students will not only be introduced to the life cycle of a butterfly in *The Very Hungry Caterpillar*, but they will also be introduced to various animals' environments through the Mermaid Theatre of Nova Scotia's rendition of Carle's *The Mixed-Up Chameleon*. This lesson from the Kennedy Center invites younger students to use music and theater to explore math, science, geography and physical education principles. This lesson again uses children's books, *Over in the Jungle* and *Over in the Ocean* (which also have unique styles of illustration), and asks students to sing the stories line by line in an "echo format." Having students echo the songs and learn the language of the books will help promote the literacy that is essential to academic development. Both of these books also introduce the different habitats of a variety of animals through illustrations made from clay. Students will then create their own flat, clay images of characters from the stories and discuss the habitats of those characters. To make the project extra special, photograph the images and create a class book of their artwork. This form of publication can help students become excited about reading, writing, and producing works throughout their literacy development. To view this entire lesson, visit http://artsedge.kennedy-center.org/educators/lessons/grade-k-2/Animal_Habitats.aspx.

WHO HAS SEEN THE WIND?

Discover characteristics of the wind through pantomime, painting, and systems of measurement. As students attend the performance, they will also be exposed to the story of *Little Cloud*, which invites teachers to consider arts integrated approaches to learning about different aspects of the weather. This lesson from the Kennedy Center utilizes poetry and Vincent van Gogh's paintings to help students explore the characteristics of the wind. With the introduction of the Beaufort Scale, teachers can help students identify these characteristics and then, in a culminating activity, have them represent the characteristics through either pantomime or painting. This lesson brings the visual arts, theater, and science together much in the same way that The Mermaid Theatre's performance does with Carle's stories. By incorporating poetry and paintings, this lesson encourages literacy through interpretation of various "texts" that students may encounter on a daily basis. To view this entire lesson, visit http://artsedge.kennedy-center.org/educators/lessons/grade-3-4/Who_Has_Seen_the_Wind.aspx.



The Mermaid Theatre of Nova Scotia also provides a number of testimonials from teachers who have extended the interdisciplinary, arts integration experience of *The Very Hungry Caterpillar and Other Eric Carle Favorites* performance into their classrooms. To view these examples for *The Very Hungry Caterpillar*, visit <http://www.eric-carle.com/bb-VHC.html>, for *The Mixed-Up Chameleon*, visit <http://www.eric-carle.com/bb-chameleon.html>, and for *Little Cloud*, visit <http://www.eric-carle.com/bb-cloud.html>.

In further attempts to promote literacy, incorporating further writing activities will help students improve their writing and communication skills. For such young writers that will attend *The Very Hungry Caterpillar*, this introduction to writing can help them develop great literacy, and potentially critical literacy, as they continue within their educational careers. Having students write simple answers to what they enjoyed most about the performance, what they learned from the performance, etc. will help the students begin to articulate what they remember and understand from the performance, a skill that will transfer well to their more advanced

Curriculum Connections: The National Arts Standards and Nebraska's Content Standards

CORE SUBJECT STANDARDS

The Nebraska Standards can be found on the Nebraska Department of Education website - <http://www.education.ne.gov/>.

SCIENCE

SC.K.7 Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

SC.K.7.2 Gather, analyze, and communicate evidence of interdependent relationships in ecosystems.

- SC.K.7.2.A Use observations to describe patterns of what plants and animals (including humans) need to survive.
- SC.K.7.2.B Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.
- SC.K.7.2.C Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.
- SC.K.7.2.D Communicate solutions that will increase the positive impact of humans on the land, water, air, and/or other living things in the local environment.

SC.K.12 Weather and Climate

SC.K.12.3 Gather, analyze, and communicate evidence of weather and climate.

- SC.K.12.3.A Use and share observations of local weather conditions to describe patterns over time.
- SC.K.12.3.B Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.

SC.1.6 Structure, Function, and Information Processing

SC.1.6.2 Gather, analyze, and communicate evidence to show the relationship between structure and function in living things.

- SC.1.6.2.A Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

SC.3.7 Interdependent Relationships in Ecosystems

SC.3.7.2 Gather and analyze data to communicate an understanding of the interdependent relationships in ecosystems.

- SC.3.7.2.A Construct an argument that some animals form groups that help members survive.
- SC.3.7.2.C Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
- SC.3.7.2.D Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

SC.3.9 Inheritance and Variation: Life Cycles and Traits

SC.3.9.3 Gather and analyze data to communicate an understanding of inheritance and variation of traits through life cycles and environmental influences.

- SC.3.9.3.A Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.
- SC.3.9.3.C Use evidence to support the explanation that traits can be influenced by the environment.
- SC.3.9.3.D Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

SC.3.12 Weather and Climate

SC.3.12.4 Gather and analyze data to communicate an understanding of weather and climate.

- SC.3.12.4.A Represent data in table, pictograph, and bar graph displays to describe typical weather conditions expected during a particular season.
- SC.3.12.4.B Obtain and combine information to describe climates in different regions of the world.

SOCIAL STUDIES

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions regarding issues and current events at local, state, national and international levels.

Physical Systems

SS 0.3.3 Students will identify natural processes in their physical world.

- SS 0.3.3.a Identify elements of weather (e.g., rain, snow, sun, clouds, fog)
- SS 0.3.3.b Identify the four seasons

K-12 Geography: Students will develop and apply spatial perspective and geographic skills to make informed decisions.

Physical Systems

SS 1.3.3 Students will identify natural processes in their physical world.

- SS 1.3.3.a Identify elements of weather and the effects on human activity (e.g., people wear coats and mittens in the winter)
- SS 1.3.3.b Identify the four seasons and the effects on human activity (e.g., playing outside in summer and inside in winter)

Human/Environment Interaction

SS 1.3.5 Students will explore the relationship between humans and their physical environment.

- SS 1.3.5.a Interpret the impact of weather on everyday life (e.g., tornadoes, blizzards, floods)
- SS 1.3.5.c Identify environmental issues related to the physical environment (e.g., drought, poor soil development, deserts, terrain)

LANGUAGE ARTS

LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 0.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.

LA 0.1.6 Comprehension: Students will construct meaning by using prior knowledge while reading emergent literary and informational text (NOTE: Also applies to grades 1 through 4).

- LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).
- LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).
- LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).

LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 0.3.1 Speaking: Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 0.3.1.d Convey a personal perspective with clear reasons.

LA 2.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 2.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text

- LA 2.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 2.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 2.3.1.d Convey a personal perspective with clear reasons.
- LA 2.3.1.e Ask pertinent questions to acquire or confirm information

LA 2.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

- LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 2.3.2.c Complete a task following multi-step directions.

LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

LA 3.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 3.1.5.e Locate words and determine meaning using reference materials

LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.

LA 3.2.1 Writing Process: Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.

LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 3.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 3.3.1.d Convey a perspective with clear reasoning and support.
- LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

LA 3.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

- LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities
- LA 3.3.2.c Complete a task following multi-step directions.

LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text

LA 4.1.3 Word Analysis: Students will use phonetic analysis to read and write grade-level text.

- LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.5 Vocabulary: Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 4.1.5.e Determine meaning using reference materials.

LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

LA 4.3.1 Speaking: Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA 4.3.1.d Convey a perspective with clear reasoning and support.
- LA 4.3.1.e Ask pertinent questions to acquire or confirm information.

LA 4.3.2 Listening: Students will develop and demonstrate active listening skills across a variety of situations.

- LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA 4.3.2.c Complete a task following multi-step directions.

PERFORMING ARTS

K-2 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.

FA 2.2.1 Students will use the creative process to make works of art with a variety of materials. - CREATE

- FA 2.2.1.d Explore elements of art and principles of design to brainstorm visual possibilities. (e.g., use color and shape to create pattern).

FA 2.2.2 Students will explore basic presentation methods and purposes. - PRESENT

- FA 2.2.2.a Present an artist statement through formal or informal communication (e.g., written, verbal)
- FA 2.2.2.c Communicate a variety of different venues to display art (e.g., describe or dramatize to an audience).

FA 2.2.3 Students will explore the critical process to respond to works of art, learning about themselves and others. - RESPOND

- FA 2.2.3.a Identify and describe a piece of art (e.g., subject matter, use of color)
- FA 2.2.3.b Identify use of elements and principles in works of art (e.g., recognize use of pattern, symmetry).
- FA 2.2.3.c Interpret mood or feeling in a work of art.
- FA 2.2.3.d Articulate personal artistic choice and ideas (e.g., “I like this because...” “I chose this because...”).

K-2 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.

FA 2.3.1 Students will use dance elements and choreographic principles to explore ideas and images. - CREATE CONCEPTS

- FA 2.3.1.a Generate spontaneous movement independently to explore ideas and images (e.g., shadowing and movement imagery). *Use similes such as “flit like a butterfly” and “slither like a snake” to prompt movement exploration.

K-2 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.

FA 2.5.1 Students will dramatize ideas and events through structured improvisation. - CREATE

- FA 2.5.1.a Identify an environment or event using body movement and sound (e.g., playground, grocery store, classroom).
- FA 2.5.1.b Listen to a story and identify the problem.
- FA 2.5.1.d Engage in creative play, using a given theme, to tell a story (e.g. sharing, safety, friendship).
- FA 2.5.1.e Engage in creative play, using props, to tell a story.
- FA 2.5.1.f Explore character through body movement (e.g., enact occupations, fairy tale characters).

FA 2.5.2 Students will explore ideas and events through creative play. - PERFORM

- FA 2.5.2.a Demonstrate expressive speech/vocal variety by sharing a personal experience.
- FA 2.5.2.c Using classroom furniture and materials arrange a setting for a story as a group
- FA 2.5.2.d Identify how a character conveyed feelings and emotions

FA 2.5.3 Students will demonstrate understanding of audience/performance relationship. - RESPOND

- FA 2.5.3.a Demonstrate active listening and theatre etiquette during a presentation (e.g., eagerness, interest, appropriate response [e.g., applause, laughter, quiet]).
- FA 2.5.3.b Recall aspects of a performance
- FA 2.5.3.c Distinguish between a character and a performer
- FA 2.5.3.d Distinguish between fantasy and reality
- FA 2.5.3.e Share reactions to a moment or scene in a performance (e.g., verbal or reenactment).

FA 2.5.4 Students will recognize connections between theatre and society. - CONNECT

- FA 2.5.4.b Distinguish between real life vs. animation (e.g., Milan vs. live performance of The Lion King).
- FA 2.5.4.c Watch a performance or cartoon and describe personal likes and dislikes.
- FA 2.5.4.e Recognize at least two jobs in the performing arts.

3-5 Visual Arts: Students will develop and apply ideas, knowledge, and skills to create, present, respond to, and connect art with the human experience.

FA 5.2.1 Students will use the creative process to make works of art exploring subjects and themes with a variety of materials. - CREATE

- FA 5.2.1.a Develop ideas using a variety of materials.
- FA 5.2.1.b Use observation, imagination and interpretation in creating artworks that reflect a variety of styles, themes, and subjects.
- FA 5.2.1.c Demonstrate the connections between sensory experience and expressing emotion.
- FA 5.2.1.d Identify and use elements of art and principles of design to brainstorm visual possibilities (e.g., create symmetrical and asymmetrical balance using line and shape)
- FA 5.2.1.e Apply various techniques to develop craftsmanship skills (e.g., use cutting and gluing techniques to produce clean edges without visible glue)

FA 5.2.2 Students will develop presentation skills to communicate meaning. - PRESENT

- FA 5.2.2.a Communicate artistic statements using art terminology (e.g., product, process).
- FA 5.2.2.b Apply basic art presentation skills in a collaborative group display.

FA 5.2.4 Students will examine contemporary, historical, and cultural context in art and life. - CONNECT

- FA 5.2.4.a Identify ways that artists influence lives and communities.
- FA 5.2.4.b Compare and contrast works of art from a variety of contemporary, historical, and cultural contexts.
- FA 5.2.4.c Identify and discuss purpose and function of different art forms (e.g., “is this object a sculpture, bowl, or decoration?”).
- FA 5.2.4.d Explore how images and objects are used to convey a story, familiar experience, or connection to the world.

3-5 Dance: Students will develop knowledge and skills to create, perform, respond to, and connect artistic ideas and expressions through dance and movement.

FA 5.3.1 Students will use dance elements and choreographic principles to develop movements that communicate ideas, images, and feelings. - CREATE CONCEPTS

- FA 5.3.1.a Generate spontaneous movement independently to develop ideas, images, and feelings (e.g., pantomime, communicate an emotion or idea through gestural movement). *Show “excitement” using a variety of movements within special boundaries. Use movement to portray what you would like to be when you grow up.
- FA 5.3.1.b Create movement sequences that combine a variety of dance elements and images (e.g., combine multiple ideas or images to create a movement sequence). *Make a movement sequence using student examples of “excitement”. Create a “when I grow up” movement sequence.

3-5 Theatre: Students will develop knowledge and skills applying the creative and collaborative process within theatre by crafting, performing, and responding to expressions of the human experience.

FA 5.5.1 Students will dramatize ideas and events with a beginning, middle, and end. - CREATE

- FA 5.5.1.a Create, in a group, an environment or event using body movement and sound (e.g., a forest, a baseball game) while working in a group.
- FA 5.5.1.b Using dialogue and movement, retell a story with a clear beginning, middle, and end (e.g., nursery rhymes, fairy tales). Work in small groups.
- FA 5.5.1.f Show a character using body movement (e.g., age, personality, family role, occupation)

FA 5.5.3 Students will demonstrate effective audience/performance relationship. - RESPOND

- FA 5.5.3.c Recognize character traits and actor choices (e.g., how the character shows age, occupation, temperament).
- FA 5.5.3.b Discuss how the audience was impacted by the conflict and characters.
- FA 5.5.3.e Articulate an emotional response to a component of a theatrical production (e.g., character, prop, costumes, song).

FA 5.5.4 Students will identify connections between theatre and society. - CONNECT

- FA 5.5.4.b Recognize how performances reflect everyday circumstances (e.g., historical events, natural disasters, family relationships).
- FA 5.5.4.e Identify careers in the performing arts.

RESOURCES/SOURCES

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