



# Georgia Performance/QCC Standards for: **THE THREE BILLY GOATS GRUFF AND OTHER TALES**

## Fourth Grade

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and museum) meet Georgia Performance Standards (GPS) and Georgia Quality Core Curriculum Standards (GA QCCS). Listed below are sample GA Performance/QCC Standards for Fourth Grade in Social Studies, Language Arts, Character Education and Fine Arts for all three programming areas. Access a complete list of GA Performance/QCC Standards at <http://www.georgiastandards.org/>.

### **I. PERFORMANCE**

Here are some of the Fourth Grade Georgia Performance/QCC Standards met in Language Arts, Character Education and Fine Arts when your students attend a 60-minute performance of *The Three Billy Goats Gruff and Other Tales* by Hobey Ford's Golden Rod Puppets of Weaverville, NC:

#### **Georgia Performance Standards – Grade 4 English Language Arts (ELA)**

##### **READING**

**ELA4R1 The student demonstrates comprehension and shows evidence of a warranted and responsible explanation of a variety of literary and informational texts. The Texts are of the quality and complexity illustrated by the grade four reading list.**

For literary texts, the student identifies the characteristics of various genres and produces evidence of reading that:

- b. Identifies and analyzes the elements of plot, character, and setting in stories read, written, viewed or performed.
- h. Identifies themes and lessons in folktales, tall tales and fables.

##### **LISTENING/SPEAKING/VIEWING**

**ELA4LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others and express and understand ideas.**

When responding to visual and oral texts and media (e.g., television, radio, film productions and electronic media), the student:

- a. Demonstrates an awareness of the presence of media in the daily lives of most people.
- b. Evaluates the role of the media in focusing attention and in forming an opinion.
- c. Judges the extent to which the media provides a source of entertainment as well as a source of information.

**Georgia QCC Standards – Grade 4**

**Subject: Character Education**

**Strand: Respect for Others**

#11 – Topic: Respect for Others

Standard: Altruism: concern for and motivation to act for the welfare of others.

11.3 – Courtesy and Cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them (as related to audience etiquette).

**Subject: Fine Arts**

**Strand: Theatre Arts**

#12 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Describes the role and responsibilities of the designer/technician in drama activities.

#21 – Topic: Connections

Standard: Recognizes and describes how the arts play an important role in the everyday life of the community.

#28 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Identifies, compares and contrasts dramatic forms as a participant or as an audience member.

#29 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Describes and demonstrates the role and responsibility of the audience.

#30 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Demonstrates awareness of and uses school, community and professional resources for theatre experiences.

**II. PUPPET-MAKING WORKSHOPS**

Here are some of the GA QCC Standards in Character Education and Fine Arts introduced when your students participate in a one-hour Create-A-Puppet Workshop where they will construct their very own *Diving Dolphin Shadow Puppet* and participate in a mini-lesson to explore the world of mythical sea creatures:

**Georgia QCC Standards – Grade 4**

**Subject: Character Education**

**Strand: Respect for Others**

#11 – Topic: Respect for Others

Standard: Altruism: concern for and motivation to act for the welfare of others.

11.1 – Civility and cheerfulness: courtesy and politeness in action of speech.

11.3 – Courtesy and cooperation: recognition of mutual interdependence with others resulting in polite treatment and respect for them.

**Subject: Character Education**

**Strand: Respect for Self**

#15 – Topic: Respect for Self

Standard: Work Ethic: belief that work is good and that everyone who can, should work.

15.2 – Accomplishment: appreciation for completing a task.

15.6 – Pride: dignity; self-respect; doing one’s best.

15.8 – Creativity: exhibiting an entrepreneurial spirit; inventiveness; originality; not bound by the norm.

**Subject: Fine Arts**

**Strand: Visual Arts**

#6 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Produces artworks in the areas of drawing, painting, sculpture, printmaking, pottery, crafts, fiber arts and mixed media.

#8 – Topic: Artistic Skills and Knowledge: Creating, Performing, Producing

Standard: Demonstrates proper care and safe use of art materials and tools.

### III. MUSEUM

Here are some of the Fourth Grade GA QCC Standards met in Character Education and Fine Arts when your students tour our Special Exhibit Gallery and global puppetry museum featuring the Center’s permanent collection: *PUPPETS: The Power of Wonder*:

#### **Georgia QCC Standards – Grade 4**

**Subject: Character Education**

**Strand: Citizenship**

#7 – Topic: Citizenship

Standard: Tolerance: the allowable deviation from a standard. Indulgence for beliefs or practices differing from or conflicting with one’s own.

**Subject: Fine Arts**

**Strand: Theatre Arts**

#21 – Topic: Connections

Standard: Recognizes and describes how the arts play an important role in the everyday life of the community.

#32 – Topic: Historical and Cultural Context

Standard: Demonstrates an awareness that drama comes from all cultures throughout time.

Subject: **Fine Arts**

Strand: Visual Arts

#16 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Discusses the purposes and functions of art in today's world.

#20 – Topic: Historical and Cultural Context

Standard: Matches a description of a culture with an artwork representative of the same culture.

#21 – Topic: Historical and Cultural Context

Standard: Generates accurate statements about the functions (purposes) of particular artworks and the culture that produced them.

#22 – Topic: Historical and Cultural Context

Standard: Explains how art reflects the relationship between artists and their culture (e.g., geographic, political, religious and economic).