



## Georgia Performance Standards for: **THE BODY DETECTIVE**

### **GRADE 1**

All three areas of programming at the Center for Puppetry Arts - performance, puppet making workshops and museum - meet Georgia Performance Standards (GPS). Listed below are Grade 1 Georgia Performance Standards met in English Language Arts & Reading and Fine Arts for all three programming areas. Access a complete list of Georgia Performance Standards at <http://www.georgiastandards.org/>.

#### **I. PERFORMANCE**

Here are some of the Grade 1 Georgia Performance Standards that can be met in English Language Arts & Reading, and Fine Arts when your students attend a 60-minute performance of *The Body Detective*:

#### **ENGLISH LANGUAGE ARTS & READING** **VOCABULARY**

**ELA1R5 The student acquires and uses grade-level words to communicate effectively. The student**

- a. Reads and listens to a variety of texts and uses new words in oral and written language.

#### **ENGLISH LANGUAGE ARTS & READING** **COMPREHENSION**

**ELA1R6 The student uses a variety of strategies to understand and gain meaning from grade-level text. The student**

- a. Reads and listens to a variety of texts for information and pleasure.
- e. Distinguishes fact from fiction in a text.
- f. Makes connections between texts and/or personal experiences.

#### **FINE ARTS** **THEATRE ARTS**

**TAES1.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media (post-show discussion of puppet play)**

- a. Uses basic theatre vocabulary to discuss theatre experiences.
- b. Discusses how dramatic elements such as character, setting, plot, problem, and resolution. in theatre experiences are like, and unlike, real life.
- c. Identifies big ideas and themes in a story or theatre experience.
- d. Infers character thoughts and feelings through their actions and words.

**TAES1.8 Examining the roles of theatre as a reflection of past and present civilization (post-show discussion of puppet play)**

- a. Describes theatre experiences in the community.

**TAES1.9 Exploring the relevance of theatres to careers (post-show discussion of puppet play)**

- a. Discusses the roles of actors and directors in the business of the theatre.

**TAES1.10 Engaging actively and appropriately as an audience member in theatre or other media experiences (pre-show discussion before field trip)**

- a. Describes the roles and responsibilities of the audience.
- b. Demonstrates theatre etiquette.

## **II. PUPPET MAKING WORKSHOPS**

Here are some of the Grade 1 Georgia Performance Standards that can be met in Fine Arts when your students participate in a one-hour Create-A-Puppet Workshop to construct their very own *Singing Skull Rod Puppet*:

### **FINE ARTS**

### **VISUAL ARTS**

### **PRODUCTION**

#### **VA1PR.1 Creates artworks based on personal experience and selected items**

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).
- c. Creates artworks that attempt to fill the space of art composition.
- d. Makes choices in developing art compositions.
- e. Combines materials in new and inventive ways to make a finished work of art.

#### **VA1PR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed media) using tools and materials in a safe and appropriate manner to develop skills**

- d. Creates 3-dimensional composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object assemblage, jewelry).

### **VISUAL ARTS**

### **CONNECTIONS**

#### **VA1C.1 Applies information from other disciplines to enhance the understanding and production of artworks**

- a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

#### **VA1C.2 Develops life skills through the study and production of art**

- a. Understands learning goals for artwork and evaluates when goals are met.
- b. Adapts to change.

## **III. MUSEUM**

Here are some of the Grade 1 Georgia Performance Standards that can be met in 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*:

**FINE ARTS**

**VISUAL ARTS**

**MEANING AND CREATIVE THINKING**

**VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning**

- a. Describes subjects in art works such as animals, people, places, and things.
- b. Examines common subjects and themes in selected artworks from own and other cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.
- c. Understands that symbols and the qualities found in the elements of art (e.g., shapes and colors) can convey different kinds of meaning.
- d. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

**VISUAL ARTS**

**CONTEXTUAL UNDERSTANDING**

**VA1CU.1 Identifies artists as creative thinkers who make art and share ideas**

- a. Recognizes ways that artists are involved in communities (e.g. architects, painters, photographers, interior designers, educators, museum docents).
- b. Recognizes and associates selected artists with their individual works.

**VISUAL ARTS**

**ASSESSMENT AND REFLECTION**

**VA1AR.1 Identifies artists as creative thinkers who make art and share ideas**

- a. Shows an interest in art.
- b. Demonstrates a respect for art forms and art objects.
- c. Expresses feelings in response to examining artworks.
- d. Identifies and compares specific elements and principles of art and these contribute to communicating specific feelings.
- e. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.

**VA1AR.2 Uses a variety of approaches to understand and critique works of art**

- a. Examines two artworks identifying similarities and differences.
- b. Expresses and explains preference for one of two or three artworks.