



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

### **GRADE 6**

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 sample Georgia Performance Standards for Sixth Grade in Fine Arts, Social Studies, and English Language Arts and Reading 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 6 Georgia Performance Standards that can be met in Fine Arts and English Language Arts & Reading when your students attend a 60-minute performance of *The Body Detective*:

##### **ENGLISH LANGUAGE ARTS & READING** **LISTENING, SPEAKING, VIEWING**

**ELA6LSV2 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. The student will select and critically analyze messages using rubrics as assessment tools.**

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

- b. Identifies the tone, mood and emotion conveyed in the oral communication.

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

**TAMS6.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media**

- a. Identifies the elements, themes, and structure of drama (post-show classroom discussion)
- b. Identifies, describes, and classifies character traits (post-show classroom discussion)
- c. Interprets meaning within the context of a dramatic text (post-show classroom discussion)
- d. Explores the connections between theatre and real life (post-show classroom discussion)
- e. Compares and differentiates between various forms of media (post-show classroom discussion)

**TAMS6.8 Examining the roles of theatre as a reflection of past and present civilizations**

- a. Describes the origins of theatre (post-show classroom discussion)
- b. Creates a table summarizing the ways in which the role of theatre has changed over time (post-show classroom discussion/activity)
- c. Identifies ways in which theatre influences a culture (post-show classroom discussion)
- d. Identifies ways in which a culture influences theatre (post-show classroom discussion)
- e. Analyzes ways in which theatre reflects the culture of a society (post-show classroom discussion)

**TAMS6.11 Engaging actively and appropriately as an audience member in theatre or other media experiences**

- a. Models appropriate audience behaviors
- b. Analyzes the relationship between an audience and a performer
- c. Creates guidelines for behaviors appropriate to a theatre experience (pre-show class discussion)

**II. PUPPET-MAKING WORKSHOPS**

Here are some of the Grade 6 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**

**VA6PR.1 Understands and applies media, techniques, and processes**

- c. Produces three-dimensional artworks (e.g. ceramics, assemblage, carving, mask, installation, and other forms) using selected materials (e.g. clay papier-mâché, cardboard, paper, plaster, wood, found objects, fiber textile and/or combinations of these media) and techniques.
- d. Develops awareness of the properties of art materials in preparation for art making.
- g. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).

**III. MUSEUM**

Here are some of the Grade 6 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**

**CONTEXTUAL UNDERSTANDING**

**VA6CU.1 Discovers how the creative process relates to art history**

- a. Recognizes the unique contributions of past and present artists, art periods, and movements.
- b. Identifies and analyzes images which showcase universal themes, symbols, and ideas from diverse past and present cultures.
- c. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and in the development of one's own vision.
- d. Uses Recognizes varied reasons for making art through history, how history and culture have influenced art, and how art has shaped culture and history.

**VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.**

- a. Examines how forms and styles of visual and/or media arts are found in community.
- b. Articulates ideas and themes from diverse cultures of the past and/or present.
- c. Recognizes the relationship between personal artistic contributions and one's own relationship to the world at large.
- e. Participates in activities (e.g. discussion, reading, writing, art making, art events) that promote personal engagement in the community and/or study of art history