



Georgia Performance/QCC Standards for: **THE LITTLE MERMAID**

Sixth 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 Sixth 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 Sixth Grade GA Performance/QCC Standards met in Language Arts, Character Education and Fine Arts when your students attend a 60-minute performance of *The Little Mermaid*:

Georgia Performance Standards – Grade 6 English/Language Arts (ELA)

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.

Georgia QCC Standards – Grade 6

Subject: Language Arts - Literature

Strand: Literature

#22 – Standard: Recognizes various forms of literature (short stories, novels, epics, poems, dramas, folk tales, essays and myths).

#24 – Standard: Identifies literary elements and techniques such as plot, setting, theme, characters, characterization, conflict, figurative language and point of view.

#26 – Standard: Experiences traditional and contemporary literature through a variety of media.

Subject: Language Arts - Reading

Strand: Reading

#34 – Standard: Recognizes differences between fiction and non-fiction.

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

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

Standard: Identifies and applies observation techniques in presentational dramatic activities such as storytelling, reader's theater, **puppetry**, pantomime, collage theater, oral interpretation and children's theater.

#25 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Understands the role and responsibilities of the audience as an integral part of theatrical presentation.

#26 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Identifies, describes, compares and evaluates dramatic presentations and activities (post-visit class discussion).

#27 – Topic: Critical Analysis and Aesthetic Understanding

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

#29 – Topic: Historical and Cultural Context

Standard: Discovers common experiences and ideas in stories and myths in social studies as a basis for presentational theatre activities. (After attending a performance of *The Little Mermaid* discuss common themes in mythology and how virtues are relayed through storytelling.)

II. PUPPET-MAKING WORKSHOPS

Here are some of the First Grade GA Performance/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 *Fantastic Fish Rod Puppet* and participate in a mini-lesson to learn about the different classifications of sea animals:

Subject: Language Arts - Literature

Strand: Literature

#30 – Standard: Responds creatively to literature (drama, art, multi-media projects).

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

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

Standard: Uses art materials and techniques.

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

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

#7 – Topic: Connections

Standard: Applies concepts and ideas from another discipline and its topics as sources of ideas for own artworks.

III. MUSEUM

Here are some of the Sixth Grade GA QCC/Performance Standards met in Character Education, Social Studies 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*:

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

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Strand: Visual Arts

#9 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Judges an artwork based on how successfully it expresses aspects of the society in which it was produced.

#13 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Discusses how media used to create artworks (e.g., **sculpture**, drawing, painting, pottery, fiber arts, photography, video and computer production) affects artistic expression.

#14 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Recognizes how artists use selected subject matter, including symbols or ideas, to communicate a message.

Subject: **Fine Arts**

Strand: Theatre Arts

#31 – Topic: Historical and Cultural Context

Standard: Compare how, in several cultures of the world, theatre functioned as part of daily experience.

Subject: **Social Studies**

Strand: Geography and World Cultures

#5 – Topic: Cultural Geography

Standard: Assesses cultural expressions of art, music and literature.