



Georgia Performance Standards for: **RUDOLPH THE RED-NOSED REINDEER** **GRADE 4**

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 Grade 4 in Fine Arts, Social Studies, English Language Arts & 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 4 Georgia Performance Standards that can be met in Fine Arts Education and English Language Arts & Reading when your students attend a 60-minute performance of *Rudolph the Red-Nosed Reindeer*:

ENGLISH LANGUAGE ARTS & READING **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.

ENGLISH LANGUAGE ARTS & READING **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.

FINE ARTS **THEATRE ARTS**

TAES4.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media. (Post-show discussion)

- a. Defines and uses theatre vocabulary.
- b. Explains how theatrical experiences reflect life.

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- c. Analyzes dramatic elements such as plot, point of view, conflict, resolution, and/or significant events.
- d. Summarizes theatrical experiences, dramatic literature, and electronic media experiences.
- e. Makes inferences about setting, character, events and main ideas in theatre experiences.

TAES4.8 Examining the roles of theatre as a reflection of past and present civilizations. (Post-show discussion)

- a. Describes theatre styles of the past and present.
- b. Describes how theatre arts connect to self and to the present world.
- c. Describes theatre opportunities in the community.

TAES4.9 Exploring the relevance of theatre to careers. (Post-show discussion)

- a. Describes the skills necessary for artistic and production careers such as director, actor, designer, technician, playwright, and stage manager, in the theatre business.
- b. Describes theatre experiences available in the community.

TAES4.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence. (Post-show discussion)

- a. Critiques a theatrical experience using appropriate theatre terminology.
- b. Interprets what is seen, felt and heard in a theatre experience.
- c. Reflects on theatre experiences using a variety of written, graphic, non-verbal and oral responses.
- d. Analyzes a theatre experience.

TAES4.11 Engaging actively and appropriately as an audience member in theatre or other media experiences.

- a. Assumes the roles and responsibilities of the audience.
- b. Applies theatre etiquette.

II. PUPPET-MAKING WORKSHOPS

Here are some of the Georgia Performance Standards that can be met in Fine Arts introduced when your students participate in a one-hour Create-A-Puppet Workshop to construct their very own *Rudolph the Red-Nosed Reindeer Marionette*:

FINE ARTS

THEATRE ARTS

TAES4.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.

- a. Uses articulation, volume and vocal variety to communicate thoughts, emotions and actions of a character.
- b. Uses stage area and body movement to communicate thoughts, emotions and actions of a character.

FINE ARTS

VISUAL ARTS

CONNECTIONS

VA4C.1 Applies information from other disciplines to enhance the understanding and production of artworks.

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- a. Makes interdisciplinary connections applying art skills, knowledge to improve understanding in other disciplines.

VA4C.2 Develops life skills through the study and production of art.

- a. Manages goals and time
- b. Adapts to change.
- c. Works in teams.
- d. Guides and leads others.
- e. Directs own learning.
- f. Demonstrates persistence.

FINE ARTS

VISUAL ARTS

PRODUCTION

VA4PR.1 Creates artworks based on personal experience and selected themes.

- g. Combines materials in new and inventive ways to make a finished work of art.

VA4PR.2 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.

- c. Creates sculpture/3-dimensional form using selected method/technique (e.g., papier-mâché, paper sculpture, assemblage, found object sculpture).

III. MUSEUM

Here are some of the Fourth Grade 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

THEATRE ARTS

TAES4.8 Examining the roles of theatre as a reflection of past and present civilizations.

- a. Describes theatre styles of the past and present.
- b. Describes how theatre arts connect to self and to the present world.
- c. Describes theatre opportunities in the community.

FINE ARTS

VISUAL ARTS

CONTEXTUAL UNDERSTANDING

VA4CU.1 Investigates and discovers the personal relationship of artist to the community, the culture, and the world through making and studying art.

- a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms. (Wayland Flowers, Janie Geiser, Jon Ludwig)
- b. Explores and articulates ideas and universal themes from diverse cultures of the past and present.

VA4CU.2 Views and discusses selected artworks.

- a. Identifies elements, principles, themes, and/or time period in a work of art.
- b. Discusses how social events inspire art from a given time period.