



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

GRADE 5

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 5 in Social Studies, 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 5 Georgia Performance Standards that can be met in English Language Arts & Reading and Fine Arts when your students attend a 60-minute performance of *Rudolph the Red-Nosed Reindeer*:

ENGLISH LANGUAGE ARTS & READING **READING**

ELA5R1 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 Five reading list.

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

- a. Identifies and analyzes the elements of setting, characterization and conflict in plot.
- b. Identifies and analyzes the structural elements particular to dramatic literature (e.g., scenes, acts, cast of characters, stage directions) in the plays read, viewed, written and performed.
- c. Identifies and analyzes the similarities and differences between a narrative text and its film or play version.
- d. Relates a literary work to information about its setting (historically or culturally).

For informational texts, the student reads and comprehends in order to develop understanding and expertise and produces evidence of reading that:

- g. Makes perceptive and well-developed connections.
- h. Relates new information to prior knowledge and experience and makes connections to related topics or information.

FINE ARTS **THEATRE ARTS**

TAES5.1 Analyzing and construction meaning from theatrical experiences, dramatic literature, and Electronic media

- a. Applies theatre vocabulary in discussions.
- b. Analyzes how theatrical experiences reflect and impact society.
- c. Identifies and analyzes the structural elements of dramatic literature such as scenes, acts, characters and stage directions, in plays read, viewed, written and performed.
- d. Analyzes and summarizes theatrical experiences, dramatic literature, and electronic media

experiences.

TAES5.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes how theatre arts connect to self and society.
- b. Relates a dramatic work to information about its historic period.
- c. Describes cultural influences on theatre.
- d. Identifies and/or uses theatre resources in the community.

TAES5.9 Exploring the relevance of theatre to careers

- a. Describes major artistic and production careers in theatre: director, actor, (puppeteer), designer, technician, playwright, and stage manager.
- b. Describes skills used in theatre arts that relate to the workplace.

TAES5.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Generates a response to theatre experiences that is interpretive, evaluative or reflective.
- b. Responds to theatre experiences through a variety of media.

TAES5.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

- a. Attends theatre as an audience member.
- b. Demonstrates appropriate audience etiquette.

II. PUPPET-MAKING WORKSHOPS

Here are some of the Grade 5 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 *Rudolph the Red-Nosed Reindeer Marionette*:

FINE ARTS

THEATRE ARTS

TAES5.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence

- a. Generates a response to theatre experiences that is interpretive, evaluative or reflective.
- b. Responds to theatre experiences through a variety of media.

FINE ARTS

VISUAL ARTS

CONNECTIONS

VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.

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

III. MUSEUM

Here are some of the Grade 5 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

VA5CU.1 Investigates and discovers personal relationship to community, culture, and the world through creating and studying art.

- a. Recognize the unique contributions of contemporary and historical artists and art form.
- b. Explores and articulates ideas, themes, and events from diverse cultures of the past and present.

VA5CU.2 Views and discusses selected artworks.

- a. Identifies elements, principle themes, and/or time period in a work of art.
- b. Investigates how art history shapes contemporary life.
- c. Discusses how social events inspire art from a given time period.

FINE ARTS

VISUAL ARTS

ASSESSMENT and REFLECTION

VA5AR.2 Uses a variety of approaches to understand and critique works of art.

- a. Develops multiple strategies for responding to and reflecting on artworks (e.g., formal and informal art criticism techniques).
- b. Explains features of a work, including media, subject matter, and formal choices, that influence meaning.
- c. Distinguishes between representational, abstract art and non-objective forms.
- d. Analyzes and assesses an artist's intent by looking past the superficial and readily apparent meaning in an artwork and scrutinizing not only what is present but what is missing.
- e. Interprets and evaluates artworks through thoughtful discussion and speculation about the mood, theme, and intentions of those who created a work of art.

VA5AR.3 Explains how selected principles of design are used in an artwork to convey meaning and how they affect personal responses to and evaluation of the artwork.

- a. Uses art terms with emphasis on the elements of art: line, shape, form, color, space, value, texture.
- b. Uses art terms with emphasis on principles of design: balance, proportion, rhythm, emphasis, unity, contrast.
- d. Explains how the relationship of size between objects affects the scale and proportion in a work of art.
- n. Analyzes proportion in artworks as the relationship of one part to another or to the whole.

FINE ARTS

VISUAL ARTS

CONNECTIONS

VA5C.1 Applies information and processes from other disciplines to enhance the understanding and production of artworks.

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

