



Georgia Performance Standards for: RUMPELSTILTSKIN

GRADE 3

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 3 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 3 Georgia Performance Standards that can be met in English Language Arts & Reading and Fine Arts when your students attend a 60-minute performance of *Rumpelstiltskin*:

ENGLISH LANGUAGE ARTS & READING

LISTENING/SPEAKING/VIEWING

ELA3LSV1 The student uses oral and visual strategies to communicate. The student

- b. Recalls, interprets and summarizes information presented orally.
- d. Listens to and views a variety of media to acquire information.

FINE ARTS

THEATRE ARTS

TAES3.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media (post-show discussion of puppet play in classroom)

- a. Defines theatre terminology.
- b. Discusses connections between theatre and life experiences.
- c. Uses dramatic elements such as plot, setting, theme, problem, resolution, and character to communicate a main idea.
- d. Summarizes the main idea of the theatrical experience, dramatic literature, and electronic media.
- e. Uses inference to investigate the main ideas, details, sequence of events, and cause-effect in theatre experiences.

TAES3.9 Exploring the relevance of theatre to careers (post-show discussion of puppet play in classroom)

- a. Describes the skills needed for major careers such as director, actor, designer, technician, playwright, and stage manager in the theatre business.
- b. Analyzes why the theatre business involves multiple people and occupations.

TAES3.10 Critiquing various aspects of theatre and other media using appropriate supporting evidence (post-show discussion of puppet play in classroom)

- 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.

TAES3.11 Engaging actively and appropriately as an audience member in theatre or other media experiences

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

II. PUPPET-MAKING WORKSHOP

Here are some of the Grade 3 Georgia Performance Standards that can be met in Fine Arts when your students participate in a one-hour Create-A-Puppet Workshop where they will construct their very own *Rumpelstiltskin Rod and String Puppet*:

FINE ARTS
VISUAL ARTS
PRODUCTION

VA3PR.3 Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.

- b. Creates art emphasizing one or more elements of art (e.g., color, line, shape, form, texture).
- c. Creates art emphasizing one or more principles of design (balance, proportion, rhythm, emphasis, unity, contrast).
- d. Combines materials in new and inventive ways to make a finished work of art.

VA3PR.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.

- b. Creates sculpture using a variety of methods (e.g., papier-mâché, cutting, folding, found objects).

III. MUSEUM

Here are some of the Grade 3 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

VA3CU.1 Investigates and discovers the personal relationship of artist to community, culture, and world through making and studying art.

- a. Recognizes the unique contributions of contemporary and historical Georgia artists and art forms (Wayland Flowers of Dawson, Georgia).
- b. Discovers personal relationship to community, culture, and world through making and studying art.

VA3CU.2 Views and discusses selected artworks.

- a. Names subject and theme.
- b. Uses context clues to identify time and place.
- c. Identifies artist and culture.
- d. Recognizes media and technique.
- e. Discusses the purpose of art in various cultures (e.g., aesthetic, utilitarian).

FINE ARTS

THEATRE ARTS

CONTEXTUAL UNDERSTANDING

TAES3.1 Analyzing and construction meaning from theatrical experiences, dramatic literature and electronic media.

- a. Defines theatre terminology.
- b. Makes connections between theatre and personal life.

TAES3.8 Examining the roles of theatre as a reflection of past and present civilizations

- a. Describes various theatrical experiences.
- b. Describes how theatre arts connect to self and to the present world.
- c. Recognizes a brief history of theatre arts.
- d. Describes theatre experiences in the community.

TAES3.9 Exploring the relevance of theatre to careers

- a. Describes the skills needed for major careers such as director, actor, designer, technician, playwright, and stage manager in the theatre business.
- b. Analyzes why the theatre business involves multiple people and occupations.