



Georgia Pre-K Bright from the Start, Georgia Performance Standards for:
**WAKE UP YOUR WEIRD WITH
LOLLY AND LESLIE**
PRE-K & KINDERGARTEN

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and museum) meet Georgia Pre-K Bright from the Start Content Standards and Georgia Performance Standards (GPS). Listed below are sample Georgia Pre-K and Georgia Performance Standards for Kindergarten in English Language Arts and Reading and Fine Arts for all three programming areas. Access a complete list of Georgia Performance Standards at <http://www.georgiastandards.org/>. Georgia Pre-K Bright from the Start Content Standards: <http://www.dec.state.ga.us/>.

I. PERFORMANCE

Here are some of the Georgia Pre-K Bright from the Start Content Standards and Georgia Performance Standards for Kindergarten that can be met in English Language Arts & Reading, Social Studies and Fine Arts when your students attend a 60-minute performance of *Wake Up Your Weird with Lolly and Leslie* by Leslie Carrara-Rudolph of Los Angeles, CA:

GEORGIA PRE-K BRIGHT FROM THE START CONTENT STANDARDS

LANGUAGE and LITERACY DEVELOPMENT

LD1 – Children will develop skills in listening for a purpose.

LD1d – Listens to stories read aloud and shows understanding through body language or by interacting appropriately.

LD1g – Becomes increasingly familiar with the structure of stories (Characters, events, plot, resolution of story).

LD3 – Children will develop an understanding of new vocabulary introduced in conversations, activities, stories or books.

LD3b – Uses new vocabulary words correctly in the context of play or other classroom experiences.

SOCIAL and EMOTIONAL DEVELOPMENT

SE3 – Children will increase the capacity for self-control.

SE3b – Follows rules and routines within the learning environment. (Field Trip/Audience Etiquette)

SE4 – Children will develop interpersonal and social skills for relating with other members of the learning community.

SE4a – Interacts appropriately with peers and familiar adults. (Field Trip/Audience Etiquette)

SE4b – Begins to recognize the needs and rights of others. (Field Trip/Audience Etiquette)

SE4c – Shows empathy and understanding to others. (Field Trip/Audience Etiquette)

SE4d – Participates successfully as a member of a group. (Field Trip/Audience Etiquette)

KINDERGARTEN GEORGIA PERFORMANCE STANDARDS

FINE ARTS

VISUAL ARTS

CONTEXTUAL UNDERSTANDING

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

- b. Identifies artists in the community. (Puppeteers, composers, directors, technical staff and puppet builders at the Center for Puppetry Arts)

FINE ARTS

THEATRE ARTS

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

- a. Identifies simple theatre vocabulary. (e.g. audience, house lights, on stage, backstage, puppet manipulation, live voices)
- b. States the difference between real and pretend. (Are puppets real? Can they move on their own without people manipulating them?)
- c. Identifies how theatre experiences are like and unlike real life. (How can puppetry illustrate real life?)

TAESK.8 Examining the roles of theatre as a reflection of past and present civilization.

- a. Describes why people dramatize stories.
- b. Identifies theatre experiences in the community.

TAESK.9 Exploring the relevance of theatre to careers.

- a. States that people have jobs in theatre.
- b. Names actors and acting as a career in theatre (also puppeteers and puppeteering).

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

- a. Expresses personal preferences about theatre experiences. (Post-show discussion)
- b. Describes what is seen, felt, and heard in a theatre experience. (Post-show discussion)
- c. Asks questions about what is seen, felt, heard in a theatre experience. (Post-show discussion)
- d. Reflects on theatre experiences using a variety of written, graphic, non-verbal, and oral responses. (Post-show discussion and/or learning activity)

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

- a. Participates as audience.
- b. Identifies the basic elements of theatre etiquette.

ENGLISH LANGUAGE ARTS & READING
READING
VOCABULARY

ELAKR5 The student acquires and uses grade-level words to communicate effectively.

The student

- a. Listens to a variety of texts and uses new vocabulary in oral language.

COMPREHENSION

ELAKR6 The student gains meaning from orally presented text. The student

- a. Listens to and reads a variety of literary (e.g., short stories, poems) and informational texts and materials to gain knowledge and for pleasure.

LISTENING/SPEAKING/VIEWING

ELAKLSV1 The student uses oral and visual skills to communicate. The student

- f. Increases vocabulary to reflect a growing range of interests and knowledge.

SOCIAL STUDIES

GOVERNMENT/CIVIC UNDERSTANDINGS

SSKCG1 The student will demonstrate an understanding of good citizenship. (Audience etiquette)

- a. Explains how rules are made and why.
- b. Explains why rules should be followed.

SSKCG2 The student will retell stories that illustrate positive character traits and will explain how the people in the stories show the qualities of honesty, patriotism, loyalty, courtesy, respect, truth, pride, self-control, moderation, and accomplishment. (Post-show class discussion)

II. PUPPET-MAKING WORKSHOPS

Here are some of the Georgia Pre-K Bright from the Start Content Standards and Georgia Performance Standards for Kindergarten met in Science and Fine Arts when your students participate in a one-hour Create-A-Puppet Workshop where they will construct their very own *Lolly Lardpop-Inspired Hand Puppet*:

GEORGIA PRE-K BRIGHT FROM THE START CONTENT STANDARDS

CREATIVE DEVELOPMENT

CD1 – Children will explore and use a variety of materials to develop artistic expression.

CD1a – Experiments with a variety of materials and activities for sensory experience and exploration.

CD1b – Uses materials to create original work and for self-expression.

CD1c – Shares details about personal creations (paintings, drawings, 3-d sculptures, block structures)

CD1d – Expresses interest in and shows appreciation for the creative work of others.

SOCIAL and EMOTIONAL DEVELOPMENT

SE2 – Children will develop curiosity, initiative, self-direction and persistence

SE2a – Shows interest in learning new concepts and trying new experiences.

SE2c – Demonstrates self-direction in use of materials.

SE2e – Sustains attention to a task or activity appropriate for age.

SE3 – Children will increase the capacity for self-control.

SE3b – Follows rules and routines within the learning environment.

SE3c – Uses classroom materials purposefully and respectfully.

SE3d – Manages transitions and adapts to changes in routine.

SE4 – Children will develop interpersonal and social skills for relating with other members of the learning community.

SE4a – Interacts appropriately with peers and familiar adults.

SE4b – Begins to recognize the needs and rights of others.

SE4c – Shows empathy and understanding to others.

SE4d – Participates successfully as a member of a group.

KINDERGARTEN GEORGIA PERFORMANCE STANDARDS

FINE ARTS

VISUAL ARTS

CONTEXTUAL UNDERSTANDING

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

- a. Recognizes self as an artist
- b. Identifies artists in the community.
- c. Understands own ideas as unique to him/her.

MEANING and CREATIVE THINKING

VAKMC.2 Formulates personal responses.

- a. Generates visual images by manipulating art materials.
- b. Makes connections between visual images and personal experiences.

PRODUCTION

VAKPR.1 Creates artworks based on personal experience.

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

VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g. drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

- j. Develops manual dexterity through craft techniques.

VAKPR.3 Understands and applies media, techniques, and processes of three-dimensional works of art (e.g. ceramics, sculpture, crafts, and mixed media) using tools and materials in a safe and appropriate manner to develop skills.

- c. Employs simple construction techniques.
- d. Recognizes form as not flat.
- f. Creates composition using traditional and/or contemporary craft materials and methods (e.g. paper sculpture, found objects, sculpture, jewelry).

FINE ARTS

THEATRE ARTS

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

- f. Assumes roles in a variety of dramatic forms, such as narrated story, pantomime, puppetry, and role play.

SCIENCE

CHARACTERISTICS OF SCIENCE

HABITS OF MIND

SKCS3 Students will use tools and instruments for observing, measuring, and manipulating objects in scientific activities.

- d. Make something that can actually be used to perform a task, using paper, cardboard, wood, plastic, metal, or existing objects.

SKCS4 Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.

- a. Use a model – such as a toy or a picture – to describe a feature of the primary thing.

III. MUSEUM

Here are some of the Georgia Pre-K Bright from the Start Content Standards in Social Studies Development and Social and Emotional Development and Georgia Performance Standards for Kindergarten 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*:

GEORGIA PRE-K BRIGHT FROM THE START CONTENT STANDARDS

SOCIAL STUDIES DEVELOPMENT

SS2 – Children will develop a respect for differences in people.

SS2a – Identifies similarities and differences in people.

SS2b – Demonstrates an emerging awareness and respect for culture and ethnicity.

SS3 – Children will express beginning geographic thinking.

SS3e – Recognizes characteristics of other geographic regions and cultures.

SOCIAL and EMOTIONAL DEVELOPMENT

SE2 – Children will develop curiosity, initiative, self-direction and persistence

SE2a – Shows interest in learning new concepts and trying new experiences.

SE2e – Sustains attention to a task or activity appropriate for age.

SE3 – Children will increase the capacity for self-control.

SE3b – Follows rules and routines within the learning environment.

SE4 – Children will develop interpersonal and social skills for relating with other members of the learning community. (Field Trip/Museum Etiquette)

SE4a – Interacts appropriately with peers and familiar adults.

SE4b – Begins to recognize the needs and rights of others.

SE4c – Shows empathy and understanding to others.

SE4d – Participates successfully as a member of a group.

KINDERGARTEN GEORGIA PERFORMANCE STANDARDS

FINE ARTS

VISUAL ARTS

MEANING and CREATIVE THINKING

VAKMC.2 Formulates personal responses.

- e. Makes connections between visual images and personal experiences.

VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

- b. Understands that symbols can convey different kinds of meaning.
- c. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

ASSESSMENT and REFLECTION

VAKAR.1 Discusses his or her own artworks and the artwork of others.

- a. Shows an interest in art.
- c. Compares and contrasts artworks based on subject, theme, and/or elements.

CONTEXTUAL UNDERSTANDING

VAKCU.2 Views and discusses artworks.

- a. Talks about artworks of significant artists that have recognizable subjects and themes (Example: Jim Henson's Muppets)
- b. Discusses art from a variety of world cultures.
- c. Recognizes the unique contributions of Georgia artists and art forms (Example: Wayland Flowers, Janie Geiser, Jon Ludwig)
- d. Points out clues in selected artworks that determine time and place.
- e.

FINE ARTS

THEATRE ARTS

TAESK.8 Examining the roles of theatre as a reflection of past and present civilization.

- a. Describes why people dramatize stories.
- b. Identifies theatre experiences in the community.

TAESK.9 Exploring the relevance of theatre to careers.

- a. States that people have jobs in theatre.
- b. Names actors and acting as a career in theatre (also puppeteers and puppeteering).

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

- a. Expresses personal preferences about theatre experiences. (Post-show discussion)
- b. Describes what is seen, felt, and heard in a theatre experience. (Post-show discussion)
- c. Asks questions about what is seen, felt, heard in a theatre experience. (Post-show discussion)
- d. Reflects on theatre experiences using a variety of written, graphic, non-verbal, and oral responses. (Post-show discussion and/or learning activity)