



## Georgia Performance/QCC Standards for: **A WOODLAND CINDERELLA**

### **Fifth 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 Fifth 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 Fifth Grade GA QCC/Performance Standards met in Language Arts, Character Education and Fine Arts when your students attend a 60-minute performance of *A Woodland Cinderella* by Deborah Costine of Southborough, MA:

#### **Georgia Performance Standards – Grade 5 English/Language Arts (ELA)**

#### **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.

#### **LISTENING, SPEAKING AND VIEWING**

**ELA5LSV2 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 the 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 media provide a source of entertainment as well as a source of information.

**Georgia QCC Standards – Grade 5**

**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

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

Standard: Describes the role and responsibilities of the designer/technician in drama activities.

#20 – Topic: Connections

Standard: Recognizes and describes how the arts play an important role in the everyday life of the community.

#28 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Describes and demonstrates the role and responsibility of the audience.

#29 – Topic: Critical Analysis and Aesthetic Understanding

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

**II. PUPPET-MAKING WORKSHOPS**

Here are some of the Fifth Grade GA 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 *Fairy Tale Rod Puppet* and participate in a mini-lesson to compare and contrast Cinderella stories from different cultures around the world:

**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 and 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: Creates artworks in the areas of drawing, painting, sculpture, printmaking, pottery, fiber arts, mixed media and digital images.

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

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

### **III. MUSEUM**

Here are some of the Fifth Grade GA QCC Standards met in Character Education 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**

Strand: Theatre Arts

#20 – Topic: Connections

Standard: Recognizes and describes how the arts play an important role in the everyday life of a community.

#31 – Topic: Historical and Cultural Context

Standard: Demonstrates an awareness that drama comes from all cultures throughout time.

#32 – Topic: Historical and Cultural Context

Standard: Demonstrates an awareness of theatre styles from different historical periods and cultures.

Subject: **Fine Arts**

Strand: Visual Arts

#12 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Identifies specific media and techniques used to produce selected artworks.

#13 – Topic: Critical Analysis and Aesthetic Understanding

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

#16 – Topic: Critical Analysis and Aesthetic Understanding

Standard: Supports a personal position on the "big" questions about art (e.g., Why do people create art? Why are certain objects considered art and others are not considered art?)

How do we justify judgments about what is art? Must art be beautiful? Does art have to be functional? If it is in an art museum, does that make it art?).