

Identifier	<b>Poplar - Grade 5 - Theater</b>	Introduced	Completed
5 Th 1	<b>THEATRICAL COMPONENTS</b>		
5 Th 1.1	Create a script with two or more characters; a beginning, middle, and end; setting; and character descriptions.		
5 Th 1.2	Work together in a group to plan, rehearse, and present a dramatized idea or story.		
5 Th 1.3	Record and Label the roles and responsibilities of stage production personnel.		
5 Th 1.4	Identify the playwright's purpose, goal, or intention		
5 Th 1.5	Document the publicity for a production (e.g., posters, flyers, media advertisements.)		
5 Th 1.6	Draw and/or build model sets for a production (e.g., cardboard or diorama).		
5 Th 1.7	Assemble props and costumes for use in a dramatized event set in a specific time period and locale (e.g., Pilgrims or Romans).		
5 Th 2	<b>ROLE OF THE PERFORMER</b>		
5 Th 2.1	Identify and list a given character's traits by looking at the character's actions and dialogue.		
5 Th 2.2	Demonstrate examples of character traits through movement, pantomime, improvisation, and/or voice (e.g., How does a person move and speak at age 60? At age 6?).		
5 Th 2.3	Portray a character's traits through movement, voice, and/or dialogue in a dramatized idea or story.		
5 Th 3	<b>VIEWING A PERFORMANCE / PERFORMER</b>		
5 Th 3.1	Discuss performances of students and visiting artists.		
5 Th 3.2	Describe emotional response to a performance and explain genre preference (e.g., romance, comedy, suspense, and action).		
5 Th 3.3	Differentiate between comedy and tragedy.		
5 Th 4	<b>VIEWING A PERFORMANCE / PERFORMER IN CONTEXT</b>		
5 Th 4.1	Explain how movies or television reveal information about other historical periods and cultures.		
5 Th 4.2	Identify the conflict between characters in a dramatized event.		