

**Content Area: Drama and Theatre Arts**

**Fourth Grade Standard: Create**

1. Create characters from scripts or improvisation using voice, gestures and facial expressions
2. Create and write simple dramas and scenes
3. Design a scene through an inventive process, and perform the scene

	Characterization	Play Building	Scene Study
4	<ul style="list-style-type: none"> <li>• Utilize gesture and movement to create a character</li> <li>• Use voice such as diction, enunciation, projection, and tonal modulation to communicate characterization effectively</li> <li>• Use facial expressions to communicate motivation and mood</li> </ul>	<ul style="list-style-type: none"> <li>• Plan and record improvisations based on the five W's – who, what, where, when, and why</li> <li>• Understand and apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story</li> <li>• Use existing literature, and adapt it by creating alternate endings or by altering the characters or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Create a unified design using scenery, props, and costumes for an informal presentation through an inventive process</li> <li>• Collect, make, or borrow materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>
3	<ul style="list-style-type: none"> <li>• Utilize some gestures and movements to create a character</li> <li>• Use voice to communicate characterization effectively</li> <li>• Use facial expressions to communicate mood</li> </ul>	<ul style="list-style-type: none"> <li>• Plan improvisations based on some of the five W's – who, what, where, when, and why</li> <li>• Apply the creative process of playwriting to create an original drama such as a puppet play, scene, or story</li> <li>• Use existing literature, and adapt it by creating alternate endings or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Create a design using some technical elements, such as scenery, props, and costumes for an informal presentation through an inventive process</li> <li>• Collect or borrow materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>
2	<ul style="list-style-type: none"> <li>• Has difficulty in utilizing gestures and movements to create a character</li> <li>• Struggles to use voice to communicate characterization</li> <li>• Difficulty in using facial expression to communicate mood</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty planning improvisations based on the five W's – who, what, where, when, and why</li> <li>• Difficulty in applying the creative process of playwriting to create an original drama</li> <li>• Struggles to adapt existing literature by creating alternate endings or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Has difficulty creating a design using technical elements, such as scenery, props, and costumes for an informal presentation</li> <li>• Difficulty in selecting materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>
1	<ul style="list-style-type: none"> <li>• Unable to utilize gestures and movements to create a character</li> <li>• Fails to use voice to communicate characterization</li> <li>• Does not use facial expression to communicate mood</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to plan improvisations based on the five W's – who, what, where, when, and why</li> <li>• Fails to apply the creative process of playwriting to create an original drama</li> <li>• Does not adapt existing literature by creating alternate endings or settings</li> </ul>	<ul style="list-style-type: none"> <li>• Unable to create a design using technical elements, such as scenery, props, and costumes for an informal presentation</li> <li>• Does not select materials that could be used for scenery, props, or costumes for informal presentations</li> </ul>

Adams 12 Five Star School District  
Theatre Rubrics