



Roles and Responsibilities

Many elements go together to create a theatrical production. There are various jobs and roles behind the scenes that are necessary for a performance to occur. Set design, props, character development, lighting and music are details addressed by theatre staff for the creation of a story theme such as those found in Aesop's Fables.

National Standards: Fine Arts>Theatre

NA-T.K-4.1, NA-T.5-8.1 Script writing by planning and recording improvisations based on personal experience and heritage, imagination, literature, and history (Grades 4, 5 & 6)

- Collaborate to select interrelated characters, environments and situations for classroom dramatizations.
- Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue.

NA-T.K-4.4 NA-T.5-8-4 Directing by planning classroom dramatizations

- Collaboratively plan and prepare improvisations and demonstrate various ways of staging classroom dramatizations.
- Lead small groups in planning visual and aural elements and in rehearsing improvised and scripted scenes, demonstrating social, group, and consensus skills.

NA-T.K-4.6 NA-T.5-8-6 Comparing and connecting art forms by describing theatre, dramatic media, and other art forms.

- Select movement, music, or visual elements to enhance the mood of a classroom dramatization.
- Incorporate elements of dance, music, and visual arts to express ideas and emotions in improvised and scripted scenes.

NA-T.5-8.8 Understanding context by analyzing the role of theatre, film, television, and electronic media in the community and in other cultures. (Grades 5 & 6)

- Explain the knowledge, skills, and discipline needed to pursue careers and avocational opportunities in theatre, film, television, and electronic media.

Kentucky: Arts and Humanities>Drama/Theatre (2.22, 2.26)

Elements of Drama

AH-4-Dr-1, AH-5-Dr-1

- Use appropriate terminology to discuss; analyze elements of drama such as plot, character, visuals (e.g., scenery, costumes, props, make-up) and acting (e.g., voice, expression, diction, projection).

AH-6-Dr-2

- Select scenery, props, lighting, sound, costumes, and make-up appropriate for scripted scenes.

AH-4-Dr-2 AH-5-Dr-2 AH-6-Dr-7

- Create simple dramatic works. Collaborate with others to create simple dramatic works using the elements of drama; create; write and perform dialogue.

AH-6-Dr-4

- Identify types of training and skills necessary for jobs associated with theatre.

AH-6-Dr-8

- Plan, produce, and present existing works of drama using appropriate elements and concepts.

Ohio: Arts>Drama/Theatre Standards**Analyzing and Responding**

- Respond to dramatic/theatrical texts, experiences and performances by describing the distinguishing characteristics and interpreting meaning, themes and moods.
- Analyze the creative techniques used in creating and performing dramatic/theatrical works and evaluate dramatic/theatrical works using appropriate criteria.

Benchmark(s)**Grades 5 & 6**

- B.** Discuss the collaborative nature of drama/theatre as a vehicle for the expression of ideas.

Connections, Relationships and Applications

- Identify similarities and differences between drama/theatre and other art forms.
- Recognize the relationship between concepts and skills learned through drama/theatre with knowledge learned in other curricular subjects, life experiences and potential careers in and outside the arts.

Grade 4

- A.** Demonstrate ways that the principles and content of other school curricular disciplines including the arts are interrelated with those of theatre.

- B.** Collaborate with classmates to plan, prepare and present dramatizations including scenes from Ohio history and various cultures.

Grades 5 & 6

- A.** Discover the interdependence of theatre and other art forms.
- B.** Explain the relationship between concepts and skills used in drama/theatre with other curricular subjects.
- D.** Discuss drama/theatre skills as a foundation for lifelong learning and potential employment.

Creative Expression and Communication

- Improvise, create, produce and perform dramatic/theatrical works.
- Experiment with dramatic/theatrical processes, develop dramatic/theatrical skills and participate in drama/theatre.

Benchmark(s)**Grade 4**

- C.** Demonstrate various ways to stage classroom dramatizations.

Grades 5 & 6

- B.** Explore the roles and responsibilities of various theatrical personnel.

Objective

Students will explore the various jobs and roles for a theatrical production necessary to produce a classroom performance.

Students will use the elements of production and performance to create a classroom performance of a fable to illustrate a theme or lesson.

Materials

- Texts of [Aesop's Fables](#)
- Drawing/construction/butcher paper
- Pencils
- Markers
- Paints and brushes
- Glue
- Tape
- Flashlights
- Classroom musical instruments or objects that can be used as instruments.

Vocabulary

- Fable
- Theatrical Production

Activity

Teacher will:

- Facilitate student discussion the various jobs and roles associated with theatrical productions (e.g., playwright, director, actor, actress, designers for scenery, props, lighting, sounds, costume, make-up).
- Facilitate student discussion of the elements of production and performance and how they are used in a performance.
- Choose one of Aesop's Fables for a whole class reading.
- Assign student jobs and roles for staging of a fable. (e.g., students design/draw simple scenery, create any needed props, improvise sound, improvise lighting, and use simple materials to create costumes if necessary, etc.)
- Assign students to perform as fable characters.

Students will:

- Identify elements of production (e.g., scenery, costumes, props, sound/music, make-up and roles) for use in a classroom dramatization of a fable.
- Identify elements of performance (e.g., character, movement, vocal/facial expression, speaking styles, acting) for use in a classroom dramatization of a fable.
- Use the above music activity to create and improvise musical themes and sound.
- Bring all the jobs together to perform a chosen fable and make use of the elements of production and performance.
- After attending The Children's Theatre production of [Aesop's Fables](#), compare and contrast their classroom performance to the theatre performance.