

**3<sup>RD</sup> GRADE DRAMA CHECKLIST**  
**Fine Arts Goals 25 – 27**  
**Illinois Learning Standards A – B**  
**Performance Descriptors**

**PRINCIPLES OF DRAMA**

- \_\_\_\_\_ Explain the difference between performance and audience space.
- \_\_\_\_\_ Explain how movement and sound are used in drama/theater to communicate ideas and characters.
- \_\_\_\_\_ Suggest alternative dialogue and/or actions to complete or change a story.
- \_\_\_\_\_ Identify the plot, character, setting, problem/resolution, and message of a drama.
- \_\_\_\_\_ Identify emotions communicated through body language choices.

**CONNECTIONS TO THE ARTS**

- \_\_\_\_\_ Compare sensory elements, organizational principles, and expressive qualities shared among several art forms that express a similar idea (e.g. beginning, middle, and end in music, dance, and drama).
- \_\_\_\_\_ Compare the use of sound, movement, action, or visual images to express similar ideas (e.g., subject matter such as night, ocean; emotions/moods such as sad, scary).

**PROCESSES, TOOLS, AND TECHNOLOGIES**

- \_\_\_\_\_ Connect the three primary tools (i.e., mind, body, voice) to skills learned.
- \_\_\_\_\_ Compare collaboration strategies used to plan a drama.
- \_\_\_\_\_ Explain why actors use practicing/rehearsing techniques to prepare a drama.
- \_\_\_\_\_ Interact with other characters using safe and appropriate movement and dialogue in an improvised and/or practiced/rehearsed drama.

**CREATION AND PERFORMANCE**

- \_\_\_\_\_ Demonstrate movement, use of space, vocal sounds, and spoken text in an individual and group drama.
- \_\_\_\_\_ Demonstrate the skills of listening, observing, and concentrating.

- \_\_\_\_\_ Demonstrate decision-making and problem-solving techniques to create a drama.
- \_\_\_\_\_ Interact in role with other characters using appropriate movement and dialogue in an improvised and/or rehearsed drama.
- \_\_\_\_\_ Construct a scene with a definite beginning, middle, and end.

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**HISTORY, SOCIETY OF THE ARTS**

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- \_\_\_\_\_ Distinguish between appropriate and inappropriate audience behaviors.
- \_\_\_\_\_ React to performances/ art works in a respectful, constructive, and supportive manner.
- \_\_\_\_\_ Match the types of occupations with their art form (e.g., actor, director, playwright, designer with drama).
- \_\_\_\_\_ Compare ways the arts are used in a celebration (e.g., masks, costumes, banners, songs, dances).
- \_\_\_\_\_ List the things that artists make or do when they communicate through the arts (e.g., pictures, songs, advertisements, stories, movements, buildings).
- \_\_\_\_\_ Point out ways the arts are used for personal time and enrichment (e.g., concerts, plays, exhibits, broadcasts, social dances, choirs, lessons).
- \_\_\_\_\_ Describe occupations that are related to the arts (e.g., photographer, illustrator, composer, playwright, choreographer, architect).
- \_\_\_\_\_ Identify cultural characteristics of a work of art.
- \_\_\_\_\_ Describe how the arts inform viewers about people and events from history.
- \_\_\_\_\_ Name significant artists in dance, drama, music, or visual art.