	California Content Standard Alignment Hoopoe Teaching Stories: <i>The Boy Without A Name</i> Visual Arts Grade Six	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book– For Personal Response Journals	Drawing Parts of the Story: Museum Walk, Class Book, Book Covers	Developing Comprehension	Using Words and Phrases(Charades)	Developing Reflection and Analogical Thinking	Personal Response Journal	What's in a Name - Name Sculptures	Determining Important Ideas	Making Dream Boxes	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers' Theater - Murals
Proc Info the Stud natur	ARTISTIC PERCEPTION essing, Analyzing, and Responding to Sensory rmation Through the Language and Skills Unique to Visual Arts ents perceive and respond to works of art, objects in re, events, and the environment. They also use the bulary of the visual arts to express their observations.																
	lop Perceptual Skills and Visual Arts Vocabulary	 															
	1.1 Identify and describe all the elements of art found in selected works of art (e.g., color, shape/form, line, texture, space, value).			X	X					X		x		x			x
	1.2 Discuss works of art as to theme, genre, style, idea, and differences in media.				X												
	1.3 Describe how artists can show the same theme by using different media and styles.				X					X		X					
Anai	yze Art Elements and Principles of Design																
0	1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).																
Crea Stud	CREATIVE EXPRESSION Ating, Performing, and Participating in the Visual Arts ents apply artistic processes and skills, using a variety of a to communicate meaning and intent in original works of																
Skill	s, Processes, Materials, and Tools																
	2.1 Use various observational drawing skills to depict a variety of subject matter.			X	X					X		X		X			X
	2.2 Apply the rules of two-point perspective in creating a thematic work of art.																
	2.3 Create a drawing, using varying tints, shades, and intensities.																
Com Art	munication and Expression Through Original Works of																
0	2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.											X					

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٥	2.5 Select specific media and processes to express moods, feelings, themes, or ideas.			X	X					Х		X		X			X
	2.6 Use technology to create original works of art.																
Und Dim Stud past	IISTORICAL AND CULTURAL CONTEXT erstanding the Historical Contributions and Cultural ensions of the Visual Arts ents analyze the role and development of the visual arts in and present cultures throughout the world, noting human rsity as it relates to the visual arts and artists.																
Role	and Development of the Visual Arts																
٥	3.1 Research and discuss the role of the visual arts in selected periods of history, using a variety of resources (both print and electronic).3.2 View selected works of art from a culture and describe how they have changed or not changed in theme and content over a period of time.																
Dive	rsity of the Visual Arts																
	3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.				X												
Resp Wor Stud art, i	ESTHETIC VALUING onding to, Analyzing, and Making Judgments About ks in the Visual Arts ents analyze, assess, and derive meaning from works of ncluding their own, according to the elements of art, the iples of design, and aesthetic qualities.																
Deri	ve Meaning																
	4.1 Construct and describe plausible interpretations of what they perceive in works of art.			X	X					X		X		X			X
	4.2 Identify and describe ways in which their culture is being reflected in current works of art.				X							X					
Mak	e Informed Judgments																
	4.3 Develop specific criteria as individuals or in groups to assess and critique works of art.				X												X

California Content Standard Alignment Hoopoe Teaching Stories: <i>The Boy Without A Name</i> Visual Arts Grade Six	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book- For Personal Response Journals	Drawing Parts of the Story: Museum Walk, Class Book, Book Covers	Developing Comprehension	Using Words and Phrases(Charades)	Developing Reflection and Analogical Thinking	Personal Response Journal	What's in a Name - Name Sculptures	Determining Important Ideas	Making Dream Boxes	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers' Theater - Murals
4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.				Х												
LICATIONS Decting and Applying What Is Learned in the Visual to Other Art Forms and Subject Areas and to Careers ents apply what they learn in the visual arts across subject . They develop competencies and creative skills in em solving, communication, and management of time and rces that contribute to lifelong learning and career skills.																
ections and Applications																
5.1 Research how art was used in theatrical productions in the past and in the present.																X
5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations.							X							x		
5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.				х									X			
ıl Literacy																
5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.																x
ers and Career-Related Skills																
5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.				X												
	Alignment Hoopoe Teaching Stories: <i>The Boy Without A Name</i> Visual Arts Grade Six 4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes. ONNECTIONS, RELATIONSHIPS, LICATIONS Reting and Applying What Is Learned in the Visual to Other Art Forms and Subject Areas and to Careers ints apply what they learn in the visual arts across subject . They develop competencies and creative skills in em solving, communication, and management of time and reces that contribute to lifelong learning and career skills. also learn about careers in and related to the visual arts. <i>tections and Applications</i> 5.1 Research how art was used in theatrical productions in the past and in the present. 5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present <i>are</i> represented in illustrations. 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures. <i>I Literacy</i> 5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples. <i>Ers and Career-Related Skills</i> 5.5 Establish criteria to use in selecting works of art for a	Alignment Hoopoe Teaching Stories: The Boy Without A Name Visual Arts Grade Six 1999/01 4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes. 1 ONNECTIONS, RELATIONSHIPS, LICATIONS 1 Becting and Applying What Is Learned in the Visual to Other Art Forms and Subject Areas and to Careers inst apply what they learn in the visual arts across subject. 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DICATIONS DICATIONS 5.2 Research how traditional characters (such as the trickster) found in a variety of cultures past and present are represented in illustrations. X X 5.3 Create artwork containing visual metaphors that express the traditions and myths of selected cultures.	4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes.X CONNECTIONS, RELATIONSHIPS, LICATIONS necting and Applying What Is Learned in the Visual to Other Art Forms and Subject Areas and to Careers ents apply what they learn in the visual arts across subject. 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They develop competencies and creative skills in ern solving, communication, and management of time and rees that contribute to lifelong learning and career skills. also learn about careers in and related to the visual arts.Image: Communication is a communication in the present.5.1 Research how art was used in theatrical productions in the past and in the present.Image: Communication is a variety of cultures past and present are represented in illustrations.Image: Communication is a variety of cultures is a communication is and myths of selected cultures.Image: Communication is a variety of selected cultures.5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.Image: Communication is a communication is a communication is a communication is a communication.Image: Communication is a communication is a communication is a communication is a communication.5.5 Establish criteria to use in selecting works of art for aImage: Communication is a communication is a communication is a communication.5.5 Establish criteria to use in selecting works of art for aImage: Communication is a communication.	4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes. 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X	4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes. X X X X ONNECTIONS, RELATIONSHIPS, LICATIONS Barned Applying What Is Learned in the Visual to Other Art Forms and Subject Areas and to Careers sints apply what they learn in the visual arts across subject X	4.4 Change, edit, or revise their works of art after a critique, articulating reasons for their changes. X

O = KEY STANDARD

California Content Standard Alignment for Theatre Gr. 6 follows this section.

California Content Standard Alignment Hoopoe Teaching Stories: <i>The Boy Without A Name</i> THEATRE Grade Six	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book– For Personal Response Journals	Drawing Parts of the Story: Museum Walk, Class Book, Book Covers	Developing Comprehension	Using Words and Phrases - Playing Charades/Picture-ades	Developing Reflection and Analogical Thinking	Personal Response Journal	What's in a Name - Name Sculptures	Determining Important Ideas	Making Dream Boxes	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers' Theater - Murals
1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre Students observe their environment and respond, using the elements of theatre. They also observe formal and informal works of theatre, film/video, and electronic media and respond, using the vocabulary of theatre.						х							х			x
Development of the Vocabulary of Theatre																
1.1 Use the vocabulary of theatre, such as action/reaction, vocal projection, subtext, theme, mood, design, production values, and stage crew, to describe theatrical experiences.																
Comprehension and Analysis of the Elements of Thea	tre															
1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.																
2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in Theatre Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.						x							x			x
Development of Theatrical Skills	Ī															
2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.						x							х			х
Creation/Invention in Theatre																
2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.						Х							х			х
 2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types. 3.0 HISTORICAL AND CULTURAL CONTEXT 													х			х
Understanding the Historical Contributions and Cultural Dimensions of Theatre Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.													х			x

California Content Standard Alignment Hoopoe Teaching Stories: The Boy Without A Name THEATRE Grade Six	Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book– For Personal Response Journals	Drawing Parts of the Story: Museum Walk, Class Book, Book Covers	Developing Comprehension	Using Words and Phrases - Playing Charades/Picture-ades	Developing Keflection and Analogical Thinking	Personal Response Journal	What's in a Name - Name Sculptures	Determining Important Ideas	Making Dream Boxes	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers' Theater - Murals
Role and Cultural Significance of Theatre																
3.1 Create scripts that reflect particular historical periods or cultures.													Х			х
History of Theatre																
3.2 Differentiate the theatrical traditions of cultures throughout the world, such as those in Ancient Greece, Egypt, China, and West Africa.						х							х			х
4.0 AESTHETIC VALUINGResponding to, Analyzing, and CritiquingTheatrical ExperiencesStudents critiqueand derive meaning from works of theatre,film/video, electronic media, and theatrical artists onthe basis of aesthetic qualities.																
Critical Assessment of Theatre																
4.1 Develop and apply appropriate criteria for evaluating sets, lighting, costumes, makeup, and props.																
Derivation of Meaning from Works of Theatre																
4.2 Identify examples of how theatre, television, and film can influence or be influenced by politics and culture.																
5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONSAPPLICATIONSConnecting and ApplyingWhat Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and SubjectAreas and to CareersAreas and to CareersStudents apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.													x			x
Connections and Applications										_						
5.1 Use theatrical skills to dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science.													х			х
Careers and Career-Related Skills																
5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.																