

<p align="center"><b>California Content Standard Alignment Hoopoe Teaching Stories: The Boy Without A Name Visual Arts Grade Four</b></p>																		
		Making Predictions	Developing Reading and Speaking Vocabulary	Creating a Book	Drawing Parts of the Story: Museum Walk, Class Book, Book Covers	Using Words and Phrases - Playing Charades/Picture-ades	Developing Comprehension	Story Scramble	Compare and Contrast	Dialogue Writing	Retelling with Puppets	Developing Reflection and Analogical Thinking	Writing and Retelling with Poetry	Creating Thoughtshots	Making Dream Boxes	Prepared Readers' Theater/Props		
<p><b>1.0 ARTISTIC PERCEPTION</b> <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</b> Students perceive and respond to works of art, objects in nature, events, and the environment. They also use the vocabulary of the visual arts to express their observations.</p>																		
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>																		
	1.1 Perceive and describe contrast and emphasis in works of art and in the environment.				X						X						X	X
	1.2 Describe how negative shapes/forms and positive shapes/forms are used in a chosen work of art.				X												X	X
	1.3 Identify pairs of complementary colors (e.g., yellow/violet; red/green; orange/blue) and discuss how artists use them to communicate an idea or mood.				X													
	1.4 Describe the concept of proportion (in face, figure) as used in works of art.				X						X							
<i>Analyze Art Elements and Principles of Design</i>																		
	1.5 Describe and analyze the elements of art (e.g., color, shape/form, line, texture, space, value), emphasizing form, as they are used in works of art and found in the environment.																	X
<p><b>2.0 CREATIVE EXPRESSION</b> <b>Creating, Performing, and Participating in the Visual Arts</b> Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.</p>																		
<i>Skills, Processes, Materials, and Tools</i>																		
	2.1 Use shading (value) to transform a two-dimensional shape into what appears to be a three-dimensional form (e.g., circle to sphere).																	X
	2.2 Use the conventions of facial and figure proportions in a figure study.																	
	2.3 Use additive and subtractive processes in making simple sculptural forms.																	X

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	2.4 Use fibers or other materials to create a simple weaving.															
<b>Communication and Expression Through Original Works of Art</b>																
★	2.5 Use accurate proportions to create an expressive portrait or a figure drawing or painting.				X						X					X
★	2.6 Use the interaction between positive and negative space expressively in a work of art.				X											X
	2.7 Use contrast (light and dark) expressively in an original work of art.				X											X
	2.8 Use complementary colors in an original composition to show contrast and emphasis.															X
<b>3.0 HISTORICAL AND CULTURAL CONTEXT</b> <b>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</b> Students analyze the role and development of the visual arts in past and present cultures throughout the world, noting human diversity as it relates to the visual arts and artists.																
<b>Role and Development of the Visual Arts</b>																
	3.1 Describe how art plays a role in reflecting life (e.g., in photography, quilts, architecture).				X											X
<b>Diversity of the Visual Arts</b>																
★	3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.															
	3.3 Research and describe the influence of religious groups on art and architecture, focusing primarily on buildings in California both past and present.															

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<b>4.0 AESTHETIC VALUING</b> <b>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</b> Students analyze, assess, and derive meaning from works of art, including their own, according to the elements of art, the principles of design, and aesthetic qualities.																
<i>Derive Meaning</i>																
	4.1 Describe how using the language of the visual arts helps to clarify personal responses to works of art.				X											
☉	4.2 Identify and describe how a person's own cultural context influences individual responses to works of art.				X											
	4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.			X	X											X
<i>Make Informed Judgments</i>																
	4.4 Identify and describe how various cultures define and value art differently.															
	4.5 Describe how the individual experiences of an artist may influence the development of specific works of art.			X	X											
<b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b> <b>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</b> Students apply what they learn in the visual arts across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to the visual arts.																
<i>Connections and Applications</i>																
	5.1 Select a nonobjective painting, work in small groups to interpret it through dance/ movement, and then write a paragraph reporting on the arts experience.															

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	5.2 Identify through research twentieth-century artists who have incorporated symmetry as a part of their work and then create a work of art, using bilateral or radial symmetry.															
<b>Visual Literacy</b>																
	5.3 Construct diagrams, maps, graphs, timelines, and illustrations to communicate ideas or tell a story about a historical event.															
<b>Careers and Career-Related Skills</b>																
	5.4 Read biographies and stories about artists and summarize the readings in telling how the artists mirrored or affected their time period or culture.															

★ = KEY STANDARD

*California Content Standard Alignment for Theatre Gr. 4 follows this section.*

**California Content Standard Alignment**  
**Hoopoe Teaching Stories**  
*The Boy Without a Name*  
**Theatre**  
**Grade Four**

		Using Words and Phrases - Playing Charades/Picture-ades	Retelling with Puppets	Prepared Readers' Theater/Props
<b><u>1.0 ARTISTIC PERCEPTION</u></b> <b>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</b>				
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.		X	X	X
<i>Development of the Vocabulary of Theatre</i>				
	1.1 Use the vocabulary of theatre, such as plot, conflict, climax, resolution, tone, objectives, motivation, and stock characters, to describe theatrical experiences.			
<i>Comprehension and Analysis of the Elements of Theatre</i>				
	1.2 Identify a character's objectives and motivations to explain that character's behavior.		X	X
	1.3 Demonstrate how voice (diction, pace, and volume) may be used to explore multiple possibilities for a live reading. Examples: "I want you to go." "I want you to go." "I want you to go."			
<b><u>2.0 CREATIVE EXPRESSION</u></b> <b>Creating, Performing, and Participating in Theatre</b>				
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
<i>Development of Theatrical Skills</i>				
	2.1 Demonstrate the emotional traits of a character through gesture and action.		X	X
<i>Creation/Invention in Theatre</i>				
	2.2 Retell or improvise stories from classroom literature in a variety of tones (gossipy, sorrowful, comic, frightened, joyful, sarcastic).		X	X
	2.3 Design or create costumes, props, makeup, or masks to communicate a character in formal or informal performances.		X	X
<b><u>3.0 HISTORICAL AND CULTURAL CONTEXT</u></b> <b>Understanding the Historical Contributions and Cultural Dimensions of Theatre</b>				
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.				
<i>Role and Cultural Significance of Theatre</i>				
	3.1 Identify theatrical or storytelling traditions in the cultures of ethnic groups throughout the history of California.			
<i>History of Theatre</i>				
	3.2 Recognize key developments in the entertainment industry in California, such as the introduction of silent movies, animation, radio and television broadcasting, and interactive video.			

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<b>4.0 AESTHETIC VALUING</b>				
<b>Responding to, Analyzing, and Critiquing Theatrical Experiences</b> Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.				
<i>Critical Assessment of Theatre</i>				
	4.1 Develop and apply appropriate criteria or rubrics for critiquing performances as to characterization, diction, pacing, gesture, and movement.			
	4.2 Compare and contrast the impact on the audience of theatre, film, television, radio, and other media.			
<i>Derivation of Meaning from Works of Theatre</i>				
	4.3 Describe students' responses to a work of theatre and explain what the playwright did to elicit those responses.			
<b>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</b>				
<b>Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</b> Students 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.				
<i>Connections and Applications</i>				
	5.1 Dramatize events in California history.			
	5.2 Use improvisation and dramatization to explore concepts in other content areas.			
<i>Careers and Career-Related Skills</i>				
	5.3 Exhibit team identity and commitment to purpose when participating in theatrical experiences.			