

**California Content Standard  
Alignment  
Hoopoe Teaching-Stories:  
Fatima The Spinner and the Tent  
Visual Arts  
Grade Seven**

		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	Fun with Weaving & Spinning	Determining Important Ideas	Fun with Maps	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers' Theater - Murals
<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.																	
<i>Develop Perceptual Skills and Visual Arts Vocabulary</i>																	
	1.1 Describe the environment and selected works of art, using the elements of art and the principles of design.				X												X
	1.2 Identify and describe scale (proportion) as applied to two-dimensional and three-dimensional works of art.										X						X
<b>Analyze Art Elements and Principles of Design</b>																	
	1.3 Identify and describe the ways in which artists convey the illusion of space (e.g., placement, overlapping, relative size, atmospheric perspective, and linear perspective).				X						X						X
★	1.4 Analyze and describe how the elements of art and the principles of design contribute to the expressive qualities of their own works of art.		X	X					X	X	X						X
<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.																	
<i>Skills, Processes, Materials, and Tools</i>																	
	2.1 Develop increasing skill in the use of at least three different media.				X				X								X
★	2.2 Use different forms of perspective to show the illusion of depth on a two-dimensional surface.												X				X
	2.3 Develop skill in using mixed media while guided by a selected principle of design.																X
	2.4 Develop skill in mixing paints and showing color relationships.																X

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<b>Communication and Expression Through Original Works of Art</b>																	
	2.5 Interpret reality and fantasy in original two-dimensional and three-dimensional works of art.			X	X					X		X		X			X
	2.6 Create an original work of art, using film, photography, computer graphics, or video.																
	2.7 Create a series of works of art that express a personal statement demonstrating skill in applying the elements of art and the principles of design.			X	X					X		X		X			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 Research and describe how art reflects cultural values in various traditions throughout the world.			X													
<b>Diversity of the Visual Arts</b>																	
⊕	3.2 Compare and contrast works of art from various periods, styles, and cultures and explain how those works reflect the society in which they were made.			X													
<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.																	
<b>Derive Meaning</b>																	
	4.1 Explain the intent of a personal work of art and draw possible parallels between it and the work of a recognized artist.																
	4.2 Analyze the form (how a work of art looks) and content (what a work of art communicates) of works of art.			X	X					X		X		X			X

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<b>Make Informed Judgments</b>																	
	4.3 Take an active part in a small-group discussion about the artistic value of specific works of art, with a wide range of the viewpoints of peers being considered.			X	X					X		X		X			X
⊛	4.4 Develop and apply specific and appropriate criteria individually or in groups to assess and critique works of art.			X	X					X		X		X			X
	4.5 Identify what was done when a personal work of art was reworked and explain how those changes improved the work.				X					X		X		X			X
<b><u>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS</u></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.																	
<b>Connections and Applications</b>																	
	5.1 Study the music and art of a selected historical era and create a multimedia presentation that reflects that time and culture.																
	5.2 Use various drawing skills and techniques to depict lifestyles and scenes from selected civilizations.				X												X
<b>Visual Literacy</b>																	
⊛	5.3 Examine art, photography, and other two-and three-dimensional images, comparing how different visual representations of the same object lead to different interpretations of its meaning, and describe or illustrate the results.			X	X					X		X		X			
<b>Careers and Career-Related Skills</b>																	
	5.4 Identify professions in or related to the visual arts and some of the specific skills needed for those professions.																

⊛ = KEY STANDARD

California Content Standard Alignment for Theatre Gr. 7 follows this section.

**California Content Standard  
Alignment  
Hoopoe Teaching-Stories:  
Fatima The Spinner and the Tent  
THEATRE  
Grade Seven**

	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 & Picture-aides)	Developing Reflection and Analogical Thinking	Personal Response Journal	Fun with Weaving & Spinning	Determining Important Ideas	Fun with Maps	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers' Theater - Murals
<b>1.0 ARTISTIC PERCEPTION</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
<b>Development of the Vocabulary of Theatre</b>																
1.1 Use the vocabulary of theatre, such as playwright, rehearsal, dress rehearsal, run-through, and cold reading, to describe theatrical experiences.																
<b>Comprehension and Analysis of the Elements of Theatre</b>																
1.2 Identify dramatic elements within a script, such as foreshadowing, crisis, rising action, catharsis, and denouement, using the vocabulary of theatre.																
<b>2.0 CREATIVE EXPRESSION</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
<b>Development of Theatrical Skills</b>																
2.1 Use improvisation in rehearsal to discover character and motivation.																
2.2 Maintain a rehearsal script/notebook to record directions and blocking.																
<b>Creation/Invention in Theatre</b>																
2.3 Create characters, environments, and actions that exhibit tension and suspense.													X			X
<b>3.0 HISTORICAL AND CULTURAL CONTEXT</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.													X			X
3.1 Design and create masks, puppets, props, costumes, or sets in a selected theatrical style drawn from world cultures, such as Javanese shadow puppets or Kabuki masks.													X			X

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<i>History of Theatre</i>																	
	3.2 Compare and contrast various theatre styles throughout history, such as those of Ancient Greece, Elizabethan theatre, Kabuki theatre, Kathakali dance theatre, and commedia dell' arte.																
<p><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.</p>																	
<i>Critical Assessment of Theatre</i>																	
	4.1 Design and apply appropriate criteria or rubrics for evaluating the effective use of masks, puppetry, makeup, and costumes in a theatrical presentation.																
<i>Derivation of Meaning from Works of Theatre</i>																	
	4.2 Explain how cultural influences affect the content or meaning of works of theatre.																
<p><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.</p>														X			X
<i>Connections and Applications</i>																	
	5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.													X			X
<i>Careers and Career-Related Skills</i>																	
	5.2 Demonstrate projection, vocal variety, diction, gesture, and confidence in an oral presentation.																