

| <p style="text-align: center;">California Content Standard Alignment Hoopoe Teaching Stories <i>The Lion Who Saw Himself in the Water</i> Visual Arts Grade Five</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 | Prepared Readers' Theater/Props |
|---|--|--------------------|--|-----------------|---|--|--------------------------|----------------|----------------------|------------------|------------------------|---|-----------------------------------|-----------------------|---------------------------------|
| <p>1.0 ARTISTIC PERCEPTION Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts 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 Identify and describe the principles of design in visual compositions, emphasizing unity and harmony. | | | | | | | | | | | | | | |
| | 1.2 Identify and describe characteristics of representational, abstract, and nonrepresentational works of art. | | | | X | X | | | | | X | | | | |
| <i>Analyze Art Elements and Principles of Design</i> | | | | | | | | | | | | | | | |
| | 1.3 Use their knowledge of all the elements of art to describe similarities and differences in works of art and in the environment. | | | | | | | | | | | | | | |
| <p>2.0 CREATIVE EXPRESSION Creating, Performing, and Participating in the Visual Arts 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 one-point perspective to create the illusion of space. | | | | | | | | | | | | | | X |
| | 2.2 Create gesture and contour observational drawings. | | | | | | | | | | | | | | |
| ✪ | 2.3 Demonstrate beginning skill in the manipulation of digital imagery (e.g., computer-generated art, digital photography, or videography). | | | | | | | | | | | | | | |
| <i>Communication and Expression Through Original Works of Art</i> | | | | | | | | | | | | | | | |
| | 2.4 Create an expressive abstract composition based on real objects. | | | X | X | X | | | | | | | | | X |
| | 2.5 Assemble a found object sculpture (as assemblage) or a mixed media two-dimensional composition that reflects unity and harmony and communicates a theme. | | | | | | | | | | | | | | |

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|--|---|--------------------|--|-----------------|---|--|--------------------------|----------------|----------------------|------------------|------------------------|---|-----------------------------------|-----------------------|---------------------------------|---|
| ⊕ | 2.6 Use perspective in an original work of art to create a real or imaginary scene. | | | X | X | X | | | | | | | | | | X |
| | 2.7 Communicate values, opinions, or personal insights through an original work of art. | | | X | X | X | | | | | X | | | | | X |
| 3.0 HISTORICAL AND CULTURAL CONTEXT Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts 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. | | | | | | | | | | | | | | | | |
| <i>Role and Development of the Visual Arts</i> | | | | | | | | | | | | | | | | |
| | 3.1 Describe how local and national art galleries and museums contribute to the conservation of art. | | | | | | | | | | | | | | | |
| | 3.2 Identify and describe various fine, traditional, and folk arts from historical periods worldwide. | | | | X | | | | | | | | | | | |
| <i>Diversity of the Visual Arts</i> | | | | | | | | | | | | | | | | |
| ⊕ | 3.3 Identify and compare works of art from various regions of the United States. | | | | | | | | | | | | | | | |
| | 3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time. | | | | | | | | | | | | | | | |
| 4.0 AESTHETIC VALUING Responding to, Analyzing, and Making Judgments About Works in the Visual Arts 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 Identify how selected principles of design are used in a work of art and how they affect personal responses to and evaluation of the work of art. | | | | X | | | | | | | | | | | X |
| | 4.2 Compare the different purposes of a specific culture for creating art. | | | | X | | | | | | | | | | | |

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|---|---|--------------------|--|-----------------|---|--|--------------------------|----------------|----------------------|------------------|------------------------|---|-----------------------------------|-----------------------|---------------------------------|---|
| Make Informed Judgments | | | | | | | | | | | | | | | | |
| | 4.3 Develop and use specific criteria as individuals and in groups to assess works of art. | | | X | X | | | | | | | | | | | X |
| ⊕ | 4.4 Assess their own works of art, using specific criteria, and describe what changes they would make for improvement. | | | X | X | | | | | | | | | | | X |
| <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers 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.</p> | | | | | | | | | | | | | | | | |
| Connections and Applications | | | | | | | | | | | | | | | | |
| | 5.1 Use linear perspective to depict geometric objects in space. | | | | | | | | | | | | | | | X |
| Visual Literacy | | | | | | | | | | | | | | | | |
| | 5.2 Identify and design icons, logos, and other graphic devices as symbols for ideas and information. | | | | | | | | | | | | | | | |
| Careers and Career-Related Skills | | | | | | | | | | | | | | | | |
| | 5.3 Research and report on what various types of artists (e.g., architects, designers, graphic artists, animators) produce and how their works play a role in our everyday environment. | | | | | | | | | | | | | | | |

⊕ = KEY STANDARD

California Content Standard Alignment for Theatre Gr. 5 follows this section.

| California Content Standard Alignment Hoopoe Teaching Stories: <i>The Lion Who Saw Himself in the Water</i> Theatre Grade Five | | Using Words and Phrases - Playing Charades/Picture-ades | Retelling with Puppets | Prepared Readers' Theater/Props |
|---|---|---|------------------------|---------------------------------|
| <u>1.0 ARTISTIC PERCEPTION</u> 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. | | X | X | X |
| <i>Development of the Vocabulary of Theatre</i> | | | | |
| 1.1 | Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences. | | | |
| <i>Comprehension and Analysis of the Elements of Theatre</i> | | | | |
| 1.2 | Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience. | | | |
| <u>2.0 CREATIVE EXPRESSION</u> 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. | | | | |
| <i>Development of Theatrical Skills</i> | | | | |
| 2.1 | Participate in improvisational activities to explore complex ideas and universal themes in literature and life. | X | X | |
| 2.2 | Demonstrate the use of blocking (stage areas, levels, and actor's position, such as full front, quarter, profile, and full back) in dramatizations. | | | |
| <i>Creation/Invention in Theatre</i> | | | | |
| 2.3 | Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances. | | | X |
| <u>3.0 HISTORICAL AND CULTURAL CONTEXT</u> 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. | | | X | X |
| <i>Role and Cultural Significance of Theatre</i> | | | | |
| 3.1 | Select or create appropriate props, sets, and costumes for a cultural celebration or pageant. | | | |
| 3.2 | Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions. | | X | X |
| <i>History of Theatre</i> | | | | |
| 3.3 | Analyze ways in which theatre, television, and film play a part in our daily lives. | | | |
| 3.4 | Identify types of early American theatre, such as melodrama and musical theatre. | | | |

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|--|--|---|------------------------|---------------------------------|
| <p>4.0 AESTHETIC VALUING Responding to, Analyzing, and Critiquing Theatrical Experiences 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 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video. | | | |
| <i>Derivation of Meaning from Works of Theatre</i> | | | | |
| | 4.2 Describe devices actors use to convey meaning or intent in commercials on television. | | | |
| <p>5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers 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 dramatize events and concepts from other curriculum areas, such as reenacting the signing of the Declaration of Independence in history–social science. | | X | X |
| <i>Careers and Career-Related Skills</i> | | | | |
| | 5.2 Identify the roles and responsibilities of performing and technical artists in theatre, film, television, and electronic media. | | | |