

**California Content Standard
Alignment
Hoopoe Teaching Stories:
The Magic Horse
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	Fun with Tessellations	Determining Important Ideas	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 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.																
Develop 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
	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						
Analyze Art Elements and Principles of Design																
⊗	1.4 Describe how balance is effectively used in a work of art (e.g., symmetrical, asymmetrical, radial).															
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.																
Skills, Processes, Materials, and Tools																
	2.1 Use various observational drawing skills to depict a variety of subject matter.			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.															
Communication and Expression Through Original Works of Art																
⊗	2.4 Create increasingly complex original works of art reflecting personal choices and increased technical skill.															

**California Content Standard
 Alignment
 Hoopoe Teaching Stories:
The Magic Horse
 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	Fun with Tessellations	Determining Important Ideas	Dialogue Writing	Retelling with Puppets	Writing and Retelling	Creating Thoughtshots	Props for Readers’ Theater - Murals
✪	2.5 Select specific media and processes to express moods, feelings, themes, or ideas.			X	X					X			X			X
	2.6 Use technology to create original works of art.															
<u>3.0 HISTORICAL AND CULTURAL CONTEXT</u> 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 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.															
<i>Diversity of the Visual Arts</i>																
	3.3 Compare, in oral or written form, representative images or designs from at least two selected cultures.				X											
<u>4.0 AESTHETIC VALUING</u> 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 Construct and describe plausible interpretations of what they perceive in works of art.			X	X					X			X			X
	4.2 Identify and describe ways in which their culture is being reflected in current works of art.				X											
<i>Make Informed Judgments</i>																
	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:
The Magic Horse
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	Fun with Tessellations	Determining Important Ideas	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.			X												
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.																
Connections 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.			X								X				
Visual Literacy																
	5.4 Describe tactics employed in advertising to sway the viewer’s thinking and provide examples.															X
Careers and Career-Related Skills																
	5.5 Establish criteria to use in selecting works of art for a specific type of art exhibition.			X												

California Content Standard Alignment for Theatre follows this section.

<p align="center">California Content Standard Alignment Hoopoe Teaching Stories: The Magic Horse THEATRE Grade Six</p>		<p align="center">Making Predictions</p>	<p align="center">Developing Reading and Speaking Vocabulary</p>	<p align="center">Creating a Book– For Personal Response Journals</p>	<p align="center">Drawing Parts of the Story: Museum Walk, Class Book, Book Covers</p>	<p align="center">Developing Comprehension</p>	<p align="center">Using Words and Phrases - Playing Charades/Picture-ades</p>	<p align="center">Developing Reflection and Analogical Thinking</p>	<p align="center">Personal Response Journal</p>	<p align="center">Fun with Tessellations</p>	<p align="center">Dialogue Writing</p>	<p align="center">Retelling with Puppets</p>	<p align="center">Writing and Retelling</p>	<p align="center">Creating Thoughtshots</p>	<p align="center">Props for Readers’ Theater - Murals</p>
<p><u>1.0 ARTISTIC PERCEPTION</u></p> <p align="right">Processing,</p> <p>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.</p>							X					X			X
<p><i>Development of the Vocabulary of Theatre</i></p>															
	<p>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.</p>														
<p><i>Comprehension and Analysis of the Elements of Theatre</i></p>															
	<p>1.2 Identify how production values can manipulate mood to persuade and disseminate propaganda.</p>														
<p><u>2.0 CREATIVE EXPRESSION</u></p> <p align="right">Creating,</p> <p>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.</p>							X					X			X
<p><i>Development of Theatrical Skills</i></p>															
	<p>2.1 Participate in improvisational activities, demonstrating an understanding of text, subtext, and context.</p>						X					X			X
<p><i>Creation/Invention in Theatre</i></p>															
	<p>2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.</p>						X					X			X
	<p>2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.</p>											X			X
<p><u>3.0 HISTORICAL AND CULTURAL CONTEXT</u></p> <p>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.</p>												X			X

<p align="center">California Content Standard Alignment Hoopoe Teaching Stories: <i>The Magic Horse</i> THEATRE Grade Six</p>		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	Fun with Tessellations	Determining Important Ideas	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.												X			X
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.						X						X			X
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.																
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, 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.													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.												X			X
Careers and Career-Related Skills																
	5.2 Research career opportunities in media, advertising, marketing, and interactive Web design.															