



All three areas of programming at the Center for Puppetry Arts (performances, Create-A-Puppet Workshops and Museum exhibits) support Common Core Georgia Performance Standards (CCGPS) in English Language Arts and Mathematics. Listed below are relevant Grade 1 standards supported by all three programming areas during a visit to the Center for Puppetry Arts. Access a complete list of Common Core standards here: <https://www.georgiastandards.org/Common-Core/Pages/default.aspx>

NOTE: Relevant Georgia Performance Standards in Fine Arts (based on The National Standards for Arts Education) are also listed.

A visit to the Center for Puppetry Arts supports Common Core standards/initiatives in the following ways:

- 1) Encourage higher-level thinking skills and rich conversation as students analyze how their lessons are a part of the puppet play/workshop/Museum exhibits
- 2) Introduce live performance as a type of text
- 3) Provide a living, breathing example of the blend of informational and literary text
- 4) Present new academic vocabulary
- 5) Reinforce content-area knowledge

I. PERFORMANCE

Here are some of the Grade 1 Common Core Georgia Performance Standards that can be supported when your students attend a live puppet theatre performance at the Center for Puppetry Arts:

ENGLISH LANGUAGE ARTS READING LITERARY

Integration of Knowledge and Ideas

ELACC1RL9: Compare and contrast the adventures and experiences of characters in stories.

ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING

Comprehension and Collaboration

ELACC1SL2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

ELACC1SL3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas

ELACC1SL4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

ENGLISH LANGUAGE ARTS LANGUAGE

Vocabulary Acquisition and Use

ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships.

GEORGIA PERFORMANCE STANDARDS IN FINE ARTS

FINE ARTS: GENERAL MUSIC, CRITICAL ANALYSIS/INVESTIGATE

M1GM.6 – Listening to, analyzing, and describing music

- b. Describe music using appropriate vocabulary (e.g., high, low, loud, quiet, fast, slow).

M1GM.7 – Evaluating music and music performances

- a. Evaluate musical performances of themselves and others.
- b. Explain personal preferences for specific musical works using appropriate vocabulary.

FINE ARTS: GENERAL MUSIC, CULTURAL AND HISTORICAL CONTEXT

M1GM.8 – Understanding relationships between music, the other arts, disciplines outside the arts

- a. Describe the relationship between music and the other arts.
- b. Describe the relationship between music and disciplines outside the arts.

M1GM.9 – Understanding music in relation to history and culture

- a. Sing, listen, and/or move to music from various historical periods and cultures (e.g., patriotic).
- c. Demonstrate appropriate audience behavior for the context and style of music performed.

FINE ARTS: THEATRE ARTS

TAES1.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media (post-show discussion of puppet play)

- a. Uses basic theatre vocabulary to discuss theatre experiences.
- b. Discusses how dramatic elements such as character, setting, plot, problem, and resolution in theatre experiences are like, and unlike, real life.
- c. Identifies big ideas and themes in a story or theatre experience.
- d. Infers character thoughts and feelings through their actions and words.

TAES1.8 Examining the roles of theatre as a reflection of past and present civilization (post-show discussion of puppet play)

- a. Describes theatre experiences in the community.

TAES1.9 Exploring the relevance of theatres to careers (post-show discussion of puppet play)

- a. Discusses the roles of actors and directors in the business of the theatre.

TAES1.10 Engaging actively and appropriately as an audience member in theatre or other media experiences (pre-show discussion before field trip)

- a. Describes the roles and responsibilities of the audience.
- b. Demonstrates theatre etiquette.

II. PUPPET MAKING WORKSHOPS

Here are some of the Grade 1 Common Core Georgia Performance Standards that can be supported when your students participate in a Create-A-Puppet Workshop at the Center for Puppetry Arts (where they will construct, decorate and perform with their very own puppet):

MATHEMATICS

Standards for Mathematical Practice

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision

1. G: Geometry

MCC1.G.1 Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

MCC1.G.2 Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

MCC1.G.3 Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

GEORGIA PERFORMANCE STANDARDS IN FINE ARTS

FINE ARTS, VISUAL ARTS: PRODUCTION

VA1PR.1 Creates artworks based on personal experience and selected items

- a. Creates artworks to express individual ideas, thoughts, and feelings from memory, imagination, and observation.
- b. Creates artworks emphasizing one or more elements of art (e.g., color, line, shape, space, form, texture).
- c. Creates artworks that attempt to fill the space of art composition.
- d. Makes choices in developing art compositions.
- e. Combines materials in new and inventive ways to make a finished work of art.

VA1PR.3 Understands and applies media, techniques, processes of three-dimensional works of art (ceramics, sculpture, crafts, and mixed media) using tools and materials in a safe and appropriate manner to develop skills

- d. Creates 3-dimensional composition using traditional and/or contemporary craft materials and methods (e.g., paper sculpture, found object assemblage, jewelry).

FINE ARTS, VISUAL ARTS: CONNECTIONS

VA1C.1 Applies information from other disciplines to enhance the understanding/production of artworks

- a. Explores universal concepts (e.g., pattern, balance) and creates artworks inspired by ideas from literature, science, music, and/or math.
- b. Creates works of art inspired by universal themes (e.g., self, family, community, world).

VA1C.2 Develops life skills through the study and production of art

- a. Understands learning goals for artwork and evaluates when goals are met.
- b. Adapts to change.

MATHEMATICS: MEASUREMENT

M1M1. Students will compare and/or order the length, height, weight, or capacity of two or more objects by using direct comparison or a nonstandard unit.

- a. Directly compare and/or order length, height, weight, and capacity of concrete objects.

MATHEMATICS: GEOMETRY

M1G1. Students will study and create various two and three-dimensional figures and identify basic figures (squares, circles, triangles, and rectangles) within them.

- a. Build, draw, name, and describe triangles, rectangles, pentagons, and hexagons.
- b. Build, represent, name, and describe cylinders, cones, and rectangular prisms.

M1G2. Students will compare, contrast, and/or classify geometric shapes by the common attributes of position, shape, size, number of sides, and number of corners.

M1G3. Students will arrange and describe objects in space by proximity, position, and direction (near, far, below, above, up, down, behind, in front of, next to, and left or right of).

III. MUSEUM

Here are some of the Grade 1 Common Core Georgia Performance Standards that can be supported when your students tour our Special Exhibit Gallery and global puppetry museum (featuring the Center's permanent collection: *PUPPETS: The Power of Wonder* and the rotating *Passports* exhibit):

ENGLISH LANGUAGE ARTS READING INFORMATIONAL

Key Ideas and Details

ELACC1RI1: Ask and answer questions about key details in a text.

ELACC1RI2: Identify the main topic and retell key details of a text.

ELACC1RI3: Describe the connection between two individuals, events, ideas, or pieces of information in text.

ENGLISH LANGUAGE ARTS LANGUAGE

Vocabulary Acquisition and Use

ELACC1L6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

GEORGIA PERFORMANCE STANDARDS IN FINE ARTS

FINE ARTS, VISUAL ARTS: MEANING AND CREATIVE THINKING

VA1MC.3 Selects and uses subject matter, symbols, and ideas to communicate meaning

- a. Describes subjects in art works such as animals, people, places, and things.
- b. Examines common subjects and themes in selected artworks from own and other cultures, such as the world of play, foods, costumes, celebrations, communities, and nature.
- c. Understands that symbols and the qualities found in the elements of art (e.g., shapes and colors) can convey different kinds of meaning.
- d. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

FINE ARTS, VISUAL ARTS: CONTEXTUAL UNDERSTANDING

VA1CU.1 Identifies artists as creative thinkers who make art and share ideas

- a. Recognizes ways that artists are involved in communities (e.g. architects, painters, photographers, interior designers, educators, museum docents).
- b. Recognizes and associates selected artists with their individual works.

FINE ARTS, VISUAL ARTS: ASSESSMENT AND REFLECTION

VA1AR.1 Identifies artists as creative thinkers who make art and share ideas

- a. Shows an interest in art.
- b. Demonstrates a respect for art forms and art objects.
- c. Expresses feelings in response to examining artworks.
- d. Identifies and compares specific elements and principles of art and these contribute to communicating specific feelings.
- e. Uses art terminology with emphasis on the elements of art: line, shape, form, color, space, texture.

VA1AR.2 Uses a variety of approaches to understand and critique works of art

- a. Examines two artworks identifying similarities and differences.
- b. Expresses and explains preference for one of two or three artworks.