



*educational standards supported by programming at
the Center for Puppetry Arts*

PRE-K & KINDERGARTEN

All three areas of programming at the Center for Puppetry Arts (performances, Create-A-Puppet Workshops and Museum exhibits) support educational standards across the curriculum.

A visit to the Center for Puppetry Arts supports classroom learning in the following ways:

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

I. PERFORMANCE

Here are educational standards that can be supported when your students attend a live puppet theatre performance at the Center for Puppetry Arts:

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (PRE/PREK)

PHYSICAL DEVELOPMENT AND MOTOR SKILLS

USE OF SENSES

PDM3 - The child will demonstrate an awareness of the body in space and child's relationship to objects in space

PDM4 - The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.

SOCIAL AND EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

self-awareness and self-expression; recognizes self as a unique individual; identifies personal characteristics, preferences, thoughts and feelings; engages in self-expression

DEVELOPING A SENSE OF SELF WITH OTHERS

relationships and social skills with peers, distinguishes between positive and negative emotions

SELF-REGULATION

demonstrates self-control, regulates own emotions and behaviors with adult support when needed, shows emerging empathy and understanding

APPROACHES TO PLAY AND LEARNING

INITIATIVE AND EXPLORATION

APL2 - The child will demonstrate interest and curiosity.

ATTENTIVENESS AND PERSISTENCE

APL3 - The child will sustain attention to a specific activity and demonstrate persistence.

COMMUNICATION, LANGUAGE AND LITERACY

RECEPTIVE LANGUAGE

CLL1 - The child will listen to conversations and demonstrate comprehension.

CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.

EARLY READING

CLL5 - The child will acquire meaning from a variety of materials read to him/her.

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SCIENCE: SCIENTIFIC SKILLS AND METHODS

CD-SC1 - The child will demonstrate scientific inquiry skills.

SOCIAL STUDIES: PEOPLE AND COMMUNITY

CD-SS2 – The child will demonstrate an understanding of his/her community and an emerging awareness of other’s culture and ethnicity.

CREATIVE DEVELOPEMENT: DRAMA

CD-CR4 - The child will use dramatic play to express creativity.

COGNITIVE PROCESSES: THINKING SKILLS

CD-CP2 - The child will use prior knowledge to build new knowledge.

**GEORGIA STANDARDS OF EXCELLENCE
ENGLISH LANGUAGE ARTS & READING (K)**

ENGLISH LANGUAGE ARTS READING LITERARY

Key Ideas and Details

ELAGSEKRL1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRL3: With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure

ELAGSEKRL1: With prompting and support, ask and answer questions about unknown words in a text.

Integration of Knowledge and Ideas

ELAGSERL7: With prompting and support, describe the relationship between illustrations and the story (how illustrations support the text).

ELAGSERL9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

ENGLISH LANGUAGE ARTS SPEAKING AND LISTENING

Comprehension and Collaboration

ELAGSEKSL2: Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

ENGLISH LANGUAGE ARTS LANGUAGE

Vocabulary Acquisition and Use

ELAGSEKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

GEORGIA PERFORMANCE STANDARDS FOR FINE ARTS (K)

FINE ARTS, VISUAL ARTS, CONTEXTUAL UNDERSTANDING

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

- b. Identifies artists in the community.

FINE ARTS, THEATRE ARTS

TAESK.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media.

- a. Identifies simple theatre vocabulary. (*audience, house lights, on stage, backstage, puppet manipulation, live voices*)
- b. States the difference between real and pretend. (*Are puppets real? Can they move on their own without people manipulating them?*)
- c. Identifies how theatre experiences are like and unlike real life. (*In what specific ways can/did puppetry illustrate real life?*)

TAESK.8 Examining the roles of theatre as a reflection of past and present civilization.

- a. Describes why people dramatize stories.
- b. Identifies theatre experiences in the community.

TAESK.9 Exploring the relevance of theatre to careers.

- a. States that people have jobs in theatre.
- b. Names actors and acting as a career in theatre. (*also puppeteers and puppeteering*)

TAESK.10 Critiquing various aspects of theatre/other media using appropriate supporting evidence.

- a. Expresses personal preferences about theatre experiences
- b. Describes what is seen, felt, and heard in a theatre experience.
- c. Asks questions about what is seen, felt, heard in a theatre experience.
- d. Reflects on theatre experiences (written, graphic, non-verbal, and/or oral responses).

TAESK.11 Engaging actively/appropriately as audience member in theatre/other media experiences.

- a. Participates as audience.
- b. Identifies the basic elements of theatre etiquette.

GEORGIA PERFORMANCE STANDARDS FOR HEALTH EDUCATION (K)

HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- a. Demonstrate healthy ways to express needs, wants, and feelings. (*Discuss how to express feelings to prevent a conflict from starting.*)
 - b. Demonstrate listening skills to enhance health.
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GEORGIA PERFORMANCE SCIENCE STANDARDS (K)

CHARACTERISTICS OF SCIENCE

Habits of Mind

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

CONTENT

Physical Science

SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.

SKP2. Students will investigate different types of motion.

GEORGIA PERFORMANCE STANDARDS FOR SOCIAL STUDIES (K)

GOVERNMENT/CIVIC UNDERSTANDINGS

SSKCG1: The student will demonstrate an understanding of good citizenship.

- a. Explain how rules are made and why.
- b. Explain why rules should be followed

II. PUPPET-MAKING WORKSHOPS

Here are educational standards that can be supported when your students participate in a Create-A-Puppet Workshop at the Center for Puppetry Arts (where they will enjoy an instructor-led learning activity and/or construct, decorate and perform with their very own puppet):

CONCEPTS/TOPICS EXPLORED IN INSTRUCTOR-LED CREATE-A-PUPPET WORKSHOP LEARNING ACTIVITY: puppetry, puppet styles, world cultures

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (PRE/PREK)

PHYSICAL DEVELOPMENT AND MOTOR SKILLS

USE OF SENSES

PDM3 - The child will demonstrate an awareness of the body in space and child's relationship to objects in space

PDM4 - The child will use senses (sight, touch, hearing, smell, and taste) to explore the environment and process information.

MOTOR SKILLS

PDM5 - The child will demonstrate gross motor skills.

PDM6 - The child will demonstrate fine motor skills.

SOCIAL AND EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

SED1 - The child will develop self-awareness.

SED2 - The child will engage in self-expression.

SELF-REGULATION

SED3 - The child will begin to demonstrate self-control.

DEVELOPING A SENSE OF SELF WITH OTHERS

SED4 - The child will develop relationships and social skills with adults.

SED5 - The child will develop relationships and social skills with peers.

APPROACHES TO PLAY AND LEARNING

INITIATIVE AND EXPLORATION

APL2 - The child will demonstrate interest and curiosity.

ATTENTIVENESS AND PERSISTENCE

APL3 - The child will sustain attention to a specific activity and demonstrate persistence.

PLAY

APL4 - The child will engage in a progression of imaginative play.

APL5 - The child will demonstrate a cooperative and flexible approach to play and learning.

COMMUNICATION, LANGUAGE AND LITERACY

RECEPTIVE LANGUAGE

CLL1 - The child will listen to conversations and demonstrate comprehension.

CLL2 - The child will acquire vocabulary introduced in conversations, activities, stories, and/or books.

EARLY READING

CLL5 - The child will acquire meaning from a variety of materials read to him/her.

COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

MATH: NUMBER AND QUANTITY

CD-MA1 - The child will organize, represent, and build knowledge of number and quantity.

MATH: MEASUREMENT AND COMPARISON

CD-MA3 - The child will explore and communicate about distance, weight, length, height and time.

CD-MA4 - The child will sort, seriate, classify, and create patterns.

MATH: GEOOMETRY AND SPATIAL THINKING

CD-MA5 - The child will explore, recognize and describe spatial relationships between objects.

CD-MA6 - The child will explore, recognize and describe shapes and shape concepts.

SCIENCE: SCIENTIFIC SKILLS AND METHODS

CD-SC1 - The child will demonstrate scientific inquiry skills.

CREATIVE DEVELOPEMENT: VISUAL ARTS

CD-CR2 - The child will create and explore visual art forms to develop artistic expression.

CREATIVE DEVELOPEMENT: DRAMA

CD-CR4 - The child will use dramatic play to express creativity.

COGNITIVE PROCESSES: THINKING SKILLS

CD-CP2 - The child will use prior knowledge to build new knowledge.

COGNITIVE PROCESSES: PROBLEM SOLVING

CD-CP3 - The child will demonstrate problem solving skills.

**GEORGIA STANDARDS OF EXCELLENCE
MATHEMATICS (K)**

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.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

K.MD: Measurement and Data

Describe and compare measurable attributes.

MGSEK.MD.1 Describe several measurable attributes of an object, such as length or weight.

MGSEK.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference.

K.G: Geometry

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

MCCK.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

MCCK.G.2 Correctly name shapes regardless of their orientations or overall size.

Analyze, compare, create, and compose shapes

MCCK.G. 4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).

MCCK.G. 6 Compose simple shapes to form larger shapes. For example, “Can you join these two triangles with full sides touching to make a rectangle?”

KINDERGARTEN GEORGIA PERFORMANCE STANDARDS FOR FINE ARTS (K)

FINE ARTS, VISUAL ARTS, CONTEXTUAL UNDERSTANDING

VAKCU.1 Identifies artists and offers ideas about what art is and who artists are.

- a. Recognizes self as an artist
- b. Identifies artists in the community.
- c. Understands own ideas as unique to him/her.

FINE ARTS, VISUAL ARTS, MEANING AND CREATIVE THINKING

VAKMC.2 Formulates personal responses.

- a. Generates visual images by manipulating art materials.
- b. Makes connections between visual images and personal experiences.

FINE ARTS, VISUAL ARTS, PRODUCTION

VAKPR.1 Creates artworks based on personal experience.

- c. Combines materials in new and inventive ways to make a finished work of art.

VAKPR.2 Understands and applies media, techniques, and processes of two-dimensional works of art (e.g. drawing, painting, printmaking, mixed media) using tools and materials in a safe and appropriate manner to develop skills.

- j. Develops manual dexterity through craft techniques.

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

- c. Employs simple construction techniques.
- d. Recognizes form as not flat.
- f. Creates composition using traditional and/or contemporary craft materials and methods

FINE ARTS, THEATRE ARTS

TAESK.3 Acting by developing, communicating, and sustaining roles within a variety of situations and environments.

- f. Assumes roles in a variety of dramatic forms (narrated story, pantomime, puppetry, role play).

GEORGIA PERFORMANCE STANDARDS FOR HEALTH EDUCATION (K)

HEK.4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.

- a. Demonstrate healthy ways to express needs, wants, and feelings. (*Discuss how to express feelings to prevent a conflict from starting.*)
- b. Demonstrate listening skills to enhance health.

GEORGIA PERFORMANCE STANDARDS FOR PHYSICAL EDUCATION (K)

PEK.3: Participates regularly in physical activity.

- a. Participates regularly in a wide variety of activities that involve locomotor, non-locomotor and manipulative skills both inside and outside of physical education.

PEK5.1: Exhibits responsible personal and social behavior that respects self and others in physical activity settings.

- a. Follows classroom rules and shows self-control.
- b. Follows simple directions for basic games and activities.
- c. Uses body, space, and equipment safely.
- d. Works with a partner or small group regardless of personal differences.

PEK.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

GEORGIA PERFORMANCE SCIENCE STANDARDS (K)

CHARACTERISTICS OF SCIENCE

Habits of Mind

SKCS1. Students will be aware of the importance of curiosity, honesty, openness, and skepticism in science and will exhibit these traits in their own efforts to understand how the world works.

CONTENT

Physical Science

SKP1. Students will describe objects in terms of the materials they are made of and their physical properties.

SKP2. Students will investigate different types of motion.

III. MUSEUM

Here are educational standards that can be supported across the curriculum when your students tour our Museum exhibits:

GEORGIA EARLY LEARNING AND DEVELOPMENT STANDARDS (PRE/PREK)

PHYSICAL DEVELOPMENT AND MOTOR SKILLS

USE OF SENSES

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SOCIAL AND EMOTIONAL DEVELOPMENT

DEVELOPING A SENSE OF SELF

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DEVELOPING A SENSE OF SELF WITH OTHERS

SED4 - The child will develop relationships and social skills with adults.

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APPROACHES TO PLAY AND LEARNING

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COGNITIVE DEVELOPMENT AND GENERAL KNOWLEDGE

SCIENCE: SCIENTIFIC SKILLS AND METHODS

CD-SC1 - The child will demonstrate scientific inquiry skills.

SOCIAL STUDIES: FAMILY

CD-SS1 - The child will demonstrate understanding of his/her family and an emerging awareness of their own culture and ethnicity.

SOCIAL STUDIES: PEOPLE AND COMMUNITY

CD-SS2 - The child will demonstrate an understanding of his/her community and an emerging awareness of other's culture and ethnicity.

SOCIAL STUDIES: HISTORY AND EVENTS

CD-SS5 - The child will understand the passage of time and how events are related.

CREATIVE DEVELOPEMENT: VISUAL ARTS

CD-CR2 - The child will create and explore visual art forms to develop artistic expression.

COGNITIVE PROCESSES: THINKING SKILLS

CD-CP2 - The child will use prior knowledge to build new knowledge.

**GEORGIA STANDARDS OF EXCELLENCE
ENGLISH LANGUAGE ARTS & READING (K)**

ENGLISH LANGUAGE ARTS READING INFORMATIONAL

Key Ideas and Details

ELAGSEKRI1: With prompting and support, ask and answer questions about key details in a text.

ELAGSEKRI2: With prompting and support, identify the main topic and retell key details of a text.

ELAGSEKRI3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

ENGLISH LANGUAGE ARTS LANGUAGE

Vocabulary Acquisition and Use

ELAGSEKL6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

GEORGIA PERFORMANCE STANDARDS FOR FINE ARTS (K)

FINE ARTS, VISUAL ARTS. MEANING AND CREATIVE THINKING

VAKMC.2 Formulates personal responses.

e. Makes connections between visual images and personal experiences.

VAKMC.3 Selects and uses subject matter, symbols, and/or ideas to communicate meaning.

- b. Understands that symbols can convey different kinds of meaning.
- c. Looks at objects and thinks about ideas in relationship to one another and observes relationships in works of art.

FINE ARTS, VISUAL ARTS, ASSESSMENT and REFLECTION

VAKAR.1 Discusses his or her own artworks and the artwork of others.

- a. Shows an interest in art.
- c. Compares and contrasts artworks based on subject, theme, and/or elements.

FINE ARTS, VISUAL ARTS, CONTEXTUAL UNDERSTANDING

VAKCU.2 Views and discusses artworks.

- a. Talks about artworks of significant artists that have recognizable subjects and themes (*Example: Jim Henson's Muppets*)
- b. Discusses art from a variety of world cultures.
- c. Recognizes the unique contributions of Georgia artists and art forms (*Example: Wayland Flowers, Janie Geiser, Jon Ludwig*)
- d. Points out clues in selected artworks that determine time and place.

FINE ARTS, THEATRE ARTS

TAESK.8 Examining the roles of theatre as a reflection of past and present civilization.

- a. Describes why people dramatize stories.
- b. Identifies theatre experiences in the community.

TAESK.9 Exploring the relevance of theatre to careers.

- a. States that people have jobs in theatre.
- b. Names actors and acting as a career in theatre (*also puppeteers and puppeteering*).

TAESK.10 Critiquing various aspects of theatre/other media using appropriate supporting evidence.

- a. Expresses personal preferences about theatre experiences.
- b. Describes what is seen, felt, and heard in a theatre experience.
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PEK.6: Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.

GEORGIA PERFORMANCE SCIENCE STANDARDS (K)

CHARACTERISTICS OF SCIENCE

Habits of Mind

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SKP2. Students will investigate different types of motion.

GEORGIA PERFORMANCE STANDARDS FOR SOCIAL STUDIES (K)

Historical understandings

SSKH3: The student will correctly use words and phrases related to chronology and time to explain how things change.