

2021-2022 Scope and Sequence Fine Arts - Theatre - Grade 4

27 Days The recommended number of class periods is less than the number of days in		The recommended number of class periods is less than the number of days in the grading cycle	
Cycle 1	Aug. 23 - Oct. 1, 2	———Ito accommodate differentiated instruction. extended learning time, and assessment days.	
1124	Number of	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs)	
Unit	Lessons	The student will:	
Unit 1: Introduction to theatre and classroom rules/ procedures In this unit students will become familiar with rules and procedures associated their particular teacher's classroom. The students will acquire new skills associated with dramatic play, space exploration, and sound imitation.	45-minute lessons Enrichment Opportunities Aug. 2-13 Teachers Report to Work Aug. 16 Teacher Service Days Aug. 16-17, Aug. 19-20 Teacher Prep Day (no students) Aug. 18 Labor Day Sept. 6 Fall Holiday Sept. 16 Teacher Service Day (no students) Sept. 17	THEATRE.4.1B Develop body awareness and spatial perception using rhythmic and expressive movement. THEATRE.4.1C Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue. THEATRE.4.1D Express emotions and ideas using interpretive movements, sounds, and dialogue. THEATRE.4.1E Imitate and synthesize life experiences in dramatic play. THEATRE.4.1F Use common objects to represent the setting, enhance characterization, and clarify actions. THEATRE.4.3D Interact cooperatively with others in brief dramatizations. THEATRE.4.5A) pappropriate audience behavior at formal and informal performances. THEATRE.4.5C Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre. Cross-curricular opportunities: ELAR 4.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (4.1A): Listen actively, ask relevant questions to clarify information, and make p ertinent comments. (4.1B): Follow, restate, and give oral instructions that involve a series of related sequences of action. (4.1C): Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. (4.1D): Work collaboratively with others to develop a plan of shared responsibilit ies. MATH 4.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (4.1A) apply mathematics to problems arising in everyday life, society, and the workplace. SCIENCE 4.6: The student knows that forces cause change and that energy exists in many forms. The student is expected to: (4.6A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal.	

















The recommended number of class periods is less than the number of days in the d		The recommended number of class periods is less than the number of days in the grading cycle	
Cycle 2	29 Days Oct. 5 - Nov. 12, 2	to accommodate differentiated instruction, extended learning time, and assessment days.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 2: Self-Awareness In this unit students will become familiar with rules and procedures associated with dramatic play. The students will acquire new skills associated with creative expression and dramatic activities. The students will increase their understanding of heritage and traditions in theatre through dramatic play and critical evaluation.	6 45-minute lessons Teacher Service Day (no students) Oct. 4	THEATRE.4.1A Integrate sensory and emotional response in dramatic play. THEATRE.4.1B Develop body awareness and spatial perception using rhythmic and expressive movement. THEATRE.4.1C Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue. THEATRE.4.1D Express emotions and ideas using interpretive movements, sounds, and dialogue. THEATRE.4.1E Imitate and synthesize life experiences in dramatic play. THEATRE.4.1F Use common objects to represent the setting, enhance characterization, and clarify actions. THEATRE.4.1G Define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme. THEATRE.4.2B Demonstrate safe use of the voice and body. THEATRE.4.2B Describe characters, their relationships, and their surroundings. THEATRE.4.2D envelop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history. THEATRE.4.3D Interact cooperatively with others in brief dramatizations. THEATRE.4.5A Apply appropriate audience behavior at formal and informal performances. THEATRE.4.5C Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre. Cross-curricular opportunities: ELAR 4.1: Developing and sustaining foundational language skills: listening, speaking, discussion. The student is expected to: (4.1A): Listen actively, ask relevant questions to clarify information, and make pertinent comments. (4.1B): Follow, restate, and give oral instructions that involve a series of related sequences of action. (4.1C): Express an opinion supported by accurate information, and the conventions of language to communicate ideas effectively. (4.1D): Work collaboratively with others to develop a plan of shared responsibilit ies. MATH 4.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (4.1A) apply mathematic	





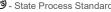














Cyclo 2	29 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days.	
Cycle 2	Oct. 5 - Nov. 12, 2	Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		SOCIAL STUDIES 4.22: The student communicates in written, oral, and vis forms. The student is expected to: (4.22B) incorporate main and supporting ideas in verbal and written communication	

















Fine Arts – Theatre – Grade 4			
0 1 0	30 Days	The recommended number of class periods is less than the number of days in the grading cycle	
Cycle 3	Nov. 15, 2021 Jan. 14, 2022	to accommodate differentiated instruction, extended learning time, and assessment days.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 3: Role Playing and Dramatic Play In this unit students will develop concepts about themselves, human relationships, and the world using elements of drama and conventions of theatre. The students will develop skills necessary to critically evaluate dramatic performances through dramatic play and role playing.	45-minute lessons Thanksgiving Break Nov. 22-26 Enrichment Opportunities Dec. 20-21 Winter Break Dec. 20-31 MLK Jr. Day Jan. 17 Teacher Prep Day (no students) Jan. 18	THEATRE.4.1B Develop body awareness and spatial perception using rhythmic and expressive movement. THEATRE.4.1C Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue. THEATRE.4.1D Express emotions and ideas using interpretive movements, sounds, and dialogue. THEATRE.4.1E lmitate and synthesize life experiences in dramatic play. THEATRE.4.1F Use common objects to represent the setting, enhance characterization, and clarify actions. THEATRE.4.1G Define and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme. THEATRE.4.2D Demonstrate safe use of the voice and body. THEATRE.4.2B Describe characters, their relationships, and their surroundings. THEATRE.4.2C Develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history. THEATRE.4.3D Interact cooperatively with others in brief dramatizations. THEATRE.4.5AApply appropriate audience behavior at formal and informal performances. THEATRE.4.5C Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre. Cross-curricular opportunities: ELAR 4.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: (4.1A): Listen actively, ask relevant questions to clarify information, and make pertinent comments. (4.1B): Follow, restate, and give oral instructions that involve a series of related sequences of action. (4.1C): Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. (4.1D): Work collaboratively with others to develop a plan of shared responsibilit ies. MATH 4.1: The student uses mathematical proces	

















2021-2022 Scope and Sequence Fine Arts - Theatre - Grade 4

	30 Days	The recommended number of class periods is less than the number of days in the grading cyc	
Cycle 3	Nov. 15, 2021 - Jan. 14, 2022	to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		science 4.6: The student knows that forces cause change and that energy exists in many forms. The student is expected to: (4.6A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal. social studies 4.22: The student communicates in written, oral, and visual forms. The student is expected to: (4.22B) incorporate main and supporting ideas in verbal and written communication	















Ossala 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to	
Cycle 4		accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 4: Self Awareness, revisited In this unit students will develop and refine previously acquired skills associated with creative expression and dramatic activities. The students will increase their understanding of heritage and traditions in theatre through dramatic play and critical evaluation.	45-minute lessons 14 class periods (90-min. each) or 27 class periods (45-min. each) Teacher Service Day/Presidents' Day (no students) Feb. 21	THEATRE.4.1B Develop body awareness and spatial perception using rhythmic and expressive movement. THEATRE.4.1C Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue. THEATRE.4.1D Express emotions and ideas using interpretive movements, sounds, and dialogue. THEATRE.4.1E Imitate and synthesize life experiences in dramatic play. THEATRE.4.1F Use common objects to represent the setting, enhance characterization, and clarify actions. THEATRE.4.1GDefine and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme. THEATRE.4.2ADemonstrate safe use of the voice and body. THEATRE.4.2B Describe characters, their relationships, and their surroundings. THEATRE.4.2C Develop characters and assume roles in short improvised scenes using imagination, personal experiences, heritage, literature, and history. THEATRE.4.2D Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. THEATRE.4.2E Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. THEATRE.4.5A hopply appropriate audience behavior at formal and informal performances. THEATRE.4.5B Compare visual, aural, oral, and kinetic aspects of informal playmaking with formal theatre. THEATRE.4.5C Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre. Cross-curricular opportunities: ELAR 4.1: Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking—oral language through listening, speaking, and discussion. The student is expected to: (4.1A): Listen actively, ask relevant questions to clarify information, and make p ertinent comments	



















2021-2022 Scope and Sequence Fine Arts - Theatre - Grade 4

Cyclo 4	27 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete
Cycle 4	Jan. 19 - Feb. 25, 2	instructional planning information and support are in the HISD Curriculum documents.
Unit	Number of Lessons Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		MATH 4.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (4.1A) apply mathematics to problems arising in everyday life, society, and the workplace.
		SCIENCE 4.6: The student knows that forces cause change and that energy exists in many forms. The student is expected to: (4.6A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal.
		SOCIAL STUDIES 4.22: The student communicates in written, oral, and visual forms. The student is expected to: (4.22B) incorporate main and supporting ideas in verbal and written communication















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Cycle 5	33 Days	——————————————————————————————————————	
3,0.00		022 instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 5: Role Playing and Dramatic Play, part 2 In this unit students will continue developing concepts about themselves, human relationships, and the world using elements of drama and conventions of theatre by applying design, directing, and theatre production concepts and skills. The students will develop skills necessary to critically evaluate dramatic performances through dramatic play and role playing.	6 45-minute lessons Enrichment Opportunities Mar. 14-16 Spring Break Mar. 14-18 Chávez-Huerta Day Mar. 28 Spring Holiday Apr. 15	THEATRE.4.1AIntegrate sensory and emotional response in dramatic play. THEATRE.4.1B Develop body awareness and spatial perception using rhythmic and expressive movement. THEATRE.4.1C Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue. THEATRE.4.1D Express emotions and ideas using interpretive movements, sounds, and dialogue. THEATRE.4.1E Imitate and synthesize life experiences in dramatic play. THEATRE.4.1F Use common objects to represent the setting, enhance characterization, and clarify actions. THEATRE.4.1GDefine and demonstrate correct use of basic theatrical terms such as dialogue, character, scene, prop, costumes, setting, and theme. THEATRE.4.2Demonstrate safe use of the voice and body. THEATRE.4.2B Describe characters, their relationships, and their surroundings. THEATRE.4.2D Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. THEATRE.4.2D Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. THEATRE.4.2E Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. THEATRE.4.3A Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme. THEATRE.4.3B Dinteract cooperatively with others in brief dramatizations. THEATRE.4.3D Interact cooperatively with others in brief dramatizations. THEATRE.4.5C Compare theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas. THEATRE.4.5D Compare visual, aural, oral, and kinetic aspects of informal playmaking with formal thea	



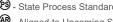
















Cycle 5	33 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete	
Oycle 3	Feb. 28 - Apr. 22, 2	2022 instructional planning information and support are in the HISD Curriculum documents.	
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
		 (4.1B): Follow, restate, and give oral instructions that involve a series of related sequences of action. (4.1C): Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. (4.1D): Work collaboratively with others to develop a plan of shared responsibilities. MATH 4.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (4.1A) apply mathematics to problems arising in everyday life, society, and the workplace. SCIENCE 4.6: The student knows that forces cause change and that energy exists in many forms. The student is expected to: (4.6A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal. SOCIAL STUDIES 4.22: The student communicates in written, oral, and visual forms. The student is expected to: (4.22B) incorporate main and supporting ideas in verbal and written communication 	

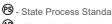














2021-2022 Scope and Sequence

Fine Arts - Theatre - Grade 4

	31 Days	The recommended number of class periods is less than the number of days in the grading cycle to accommodate differentiated instruction, extended learning time, and assessment days. Complete instructional planning information and support are in the HISD Curriculum documents.	
Cycle 6			
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:	
Unit 5: Role Playing and Dramatic Play, part 2 In this unit students will continue developing concepts about themselves, human relationships, and the world using elements of drama and conventions of theatre by applying design, directing, and theatre production concepts and skills. The students will develop skills necessary to critically evaluate dramatic performances through dramatic play and role playing.	45-minute lessons Memorial Day May 30 Teacher Prep Day (no students) June 8	THEATRE.4.18 Develop body awareness and spatial perception using rhythmic and expressive movement. THEATRE.4.1C Respond to sound, music, images, language, and literature with voice and movement and participate in dramatic play using actions, sounds, and dialogue. THEATRE.4.1D Express emotions and ideas using interpretive movements, sounds, and dialogue. THEATRE.4.1E Discress emotions and ideas using interpretive movements, sounds, and dialogue. THEATRE.4.1F Use common objects to represent the setting, enhance characterization, and clarify actions. THEATRE.4.2D Demonstrate safe use of the voice and body. THEATRE.4.2B Describe characters, their relationships, and their surroundings. THEATRE.4.2D Develop characters and assume roles in short improvised scenes using imagination, personal experiences, relating, iterature, and history. THEATRE.4.2D Dramatize literary selections in unison, pairs, or groups, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. THEATRE.4.2E Create simple stories collaboratively through imaginative play, improvisations, and story dramatizations, demonstrating a logical connection of events and describing the characters, their relationships, and their surroundings. THEATRE.4.3A Describe the appropriate use of props, costumes, sound, and visual elements that define character, environment, action, and theme. THEATRE.4.3B Alter space to create suitable performance environments for playmaking. THEATRE.4.3C Plan brief dramatizations collaboratively. THEATRE.4.3D Interact cooperatively with others in brief dramatizations. THEATRE.4.3D Interact cooperatively with others in brief dramatizations. THEATRE.4.3C Compare theatre as a reflection of life in particular times, places, cultures, and oral traditions specific to Texas. THEATRE.4.5C Discuss how movement, music, or visual elements enhance ideas and emotions depicted in theatre. Cross-curricular opportunities: ELAR 4.1: Developing and sustaining foundational la	



















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Cycle 6	31 Days	The recommended number of class periods is less than the number of days in the grading cycl accommodate differentiated instruction, extended learning time, and assessment days. Complete
Cycle 6	Apr. 25 - June 7, 2	instructional planning information and support are in the HISD Curriculum documents.
Unit	Number of Lessons	Texas Essential Knowledge and Skills/Student Expectations (TEKS/SEs) The student will:
		and make pertinent comments. (4.1B): Follow, restate, and give oral instructions that involve a series of related sequences of action. (4.1C): Express an opinion supported by accurate information, employing eye contact, speaking rate, volume, enunciation, and the conventions of language to communicate ideas effectively. (4.1D): Work collaboratively with others to develop a plan of shared responsibilit ies. MATH 4.1: The student uses mathematical processes to acquire and demonstrate mathematical understanding. The student is expected to: (4.1A) apply mathematics to problems arising in everyday life, society, and the workplace. SCIENCE 4.6: The student knows that forces cause change and that energy exists in many forms. The student is expected to: (4.6A) differentiate among forms of energy, including mechanical, sound, electrical, light, and thermal. SOCIAL STUDIES 4.22: The student communicates in written, oral, and visual forms. The student is expected to: (4.22B) incorporate main and supporting ideas in verbal and written communication













