The teacher may model storytelling (e.g., the teacher may tell a personal story or fictional story) so that students can begin to understand the nuances and details associated with strong storytelling.

The teacher may read several examples of folk tales (e.g., The Tortoise and the Hare, The Lion and the Mouse, Billy Goats Gruff) so that students can understand story structure and key elements of folktales.

The teacher may utilize the process of creating tableau (e.g., using scenes from The Tortoise and the Hare) so that students can begin to explore the importance of physical location/movement in the storytelling process.

The teacher may present the script for one folktale (e.g., Tortoise and the Hare) so that students can begin to identify the key elements of a scripted version of a story.

The teacher may model storytelling (e.g., the teacher may tell a personal story or fictional story) so that students can begin to understand the nuances and details associated with strong storytelling.

The teacher may model the use of simple props and costume pieces so that students can understand how these technical elements contribute to the theatrical performance.

The teacher may utilize blocking instructions for a scripted folktale (e.g., Tortoise and the Hare) so that students can begin exploring the connections between formalized movement in successful theatrical performances.

The teacher may present a script for one folktale (e.g., Tortoise and the Hare) that includes stage directions so that students can begin to identify additional performance elements within a script.

The teacher may model basic memorization techniques using the scripted folktale Tortoise and the Hare so that students can begin to understand why memorization is a key element to a theatrical production.

The teacher may utilize the dress rehearsal process so students can explore the effective combination of performance and technical aspects bringing a script to the stage.

(Post Performance Assessment) The teacher may use feedback from the final performance so that students can begin thinking about how critique can inform artistic development/progress.

PERFORMANCE ASSESSMENT: Kindergarten and first grade teachers are working on folktales with their students and they would like a way to bring those stories to life for their students. As a renowned acting troupe, you have been asked to select and present one folktale to Kindergarten and first grade students. You have chosen to perform the classic folktale, The Tortoise and the Hare. You will work together to enact the scripted folktale that contains well developed characters. In addition to performing the play, you will be responsible for the blocking the performance and the creation of simple props and costumes to convey the story’s message.