**Fine Arts: Theater Learning Progression**

| **Domain: Fine Arts** | | | | |
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| **Strand: Theater** | | | | |
| **Learning Progression: Theater** | | | | |
| **Operational Definition: Explores stories, themes, and ideas about people and events through dramatic play and story dramatization** | | | | |
|  | **A** | **B** | **C** | **D** |
| **Dramatizing**  **Stories** | Attends to communication of others. | Uses simple actions or vocalizations to communicate needs. | Communicates using simple gestures or actions to represent something symbolically. | Repeats a few words or actions from familiar finger plays, nursery rhymes, or simple stories with adult modeling. |
| **Engaging in Dramatic Play** | Attends to communication of others. | Engages in familiar games with adults that involve repeating a single action. | Imitates parts of simple games with adult (e.g., peek-a-boo, pat-a-cake). | Plays social games with a peer by assuming simple roles (e.g., one child is the mommy and one is the baby, one child is serving lunch to another). |
| **Contributing**  **Original Ideas** | Attends to communication of others. | Imitates (or mimics) adult’s action during interaction with adult. |  | Imitates adult’s gestures, sounds, actions, or words experienced in the recent past. |

**Observational Rubric:** Dramatizing Stories

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child attends to communication of others. | **Xander**—Xander oriented toward me when I pointed or looked at him. |
| **B** | Child uses simple actions or vocalizations to communicate needs. | **Davie**—Davie reaches toward the lizard inside the glass cage and communicates “uh-uh” and looks at me. |
| **C** | Child communicates using simple gestures or actions to represent something symbolically. | **Bridget**—Bridget points to picture of a bird and then flaps her arms. |
| **Adaptations: Evidence Examples** | **Vision:**  **Motor:** | **Mark**—Mark began to meow when I read about the two little kittens in the book *Good Night Moon*.  **Danny**—Today, the children took turns acting out the movements and sounds of different animals in a book we read. Danny pretended to be a tiger by attempting to growl and making a fierce face while Mateo pushed him in his wheelchair around the room. |
| **D** | Child repeats a few words or actions from familiar finger plays, nursery rhymes, or simple stories with adult modeling. | **Zach**—Zach steps his right leg in the circle and steps it out and then stands straddling the circle as I shake my right leg and turn myself around while singing the “Hokey Pokey.” |
| **Adaptations: Evidence Examples** | **Motor:** | **Jose**—Today, Jose joined in as we sang “The Wheels on the Bus.” Jose watched me closely and was able to approximate most of the primary actions. |

**Observational Rubric:** Engaging in Dramatic Play

| **Directions** | **Level** | **Rubric** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child responds to communication of others. | **Taylin**—Taylin oriented toward me when I pointed or looked at her. |
| **B** | Child engages in familiar games with adults that involve repeating a single action. | **Rose**—I roll a ball to Rose, and she swings her arm into the ball to roll it in my direction. |
| **Adaptations: Evidence Examples** | **Vision:** | **Lance**—Lance and I played a game today taking turns rolling a ball back and forth to each other. We sat in a “V” with our legs forming a boundary for the ball. He couldn’t see the ball, but I let him know when to expect it by saying, “Here comes the ball.” Each time he caught it and rolled it back to me. |
| **C** | Child imitates parts of simple games with adult (e.g., peek-a-boo, pat-a-cake). | **Joshua**—Joshua sits facing me and pats his hands together and then extends his hands toward my hands as we sing, “Pat-a-cake.” |
| **Adaptations: Evidence Examples** | **Motor:** | **Lily**—Lily and I played peek-a-boo today. Each time I peeked from behind my hands and said “Peek-a-boo,” Lily widened her eyes and said “boo.” |
| **D** | Child plays social games with a peer by assuming simple roles (e.g., one child is the mommy and one is the baby, one child is serving lunch to another). | **Fady**—Fady communicates “I’m the mommy” as she pulls a peer in a wagon in the outside play area. |
| **Adaptations:**  **Evidence Examples** | **Social/Interactional Functioning:** | **Benjamin**—Benjamin likes to be with Sammie. Today, they lined up chairs and pretended to be the bus driver and a bus rider. |

**Observational Rubric:** Contributing Original Ideas

| **Directions** | **Level** | **Rubrics** | **Evidence Examples** |
| --- | --- | --- | --- |
| (Same as Levels 1-5) | **A** | Child attends to communication of others. | **Jared**—Jared oriented toward me when I pointed or looked at him. |
| **B** | Child imitates (or mimics) adult’s action during interaction with adult. | **Samuel**—Samuel waves to his mother after she waves to him through a window in the door when she leaves. |
| **Adaptations: Evidence Examples** | **Vision:** | **Kianna**—Kianna and I were playing with the conga drum today. I banged on the drum with my hands and then gave her the drum, placing her hands on it. Kianna banged on the drum several times and laughed. |
| **D** | Child imitates adult’s gestures, sounds, actions, or words experienced in the recent past. | **Betsy**—Betsy stirs wet sand in a bucket and communicates, “making a cake.” |