



## Georgia Performance Standards for *Space!*

### GRADE 6

All three areas of programming at the Center for Puppetry Arts (performance, puppet-making workshops and museum exhibits) meet Georgia Performance Standards (GPS). Listed below are sample Georgia Performance Standards for Sixth Grade in Fine Arts, Social Studies, and English Language Arts and Reading for all three programming areas. Access a complete list of Georgia Performance Standards at <http://www.georgiastandards.org/>.

#### I. PERFORMANCE

Here are some of the Grade 6 Georgia Performance Standards that can be met in Fine Arts and English Language Arts & Reading when your students attend a 60-minute performance of *Space!*:

##### ENGLISH LANGUAGE ARTS & READING LISTENING, SPEAKING, VIEWING

**ELA6LSV2 The student listens to and views various forms of text and media in order to gather and share information, persuade others and express and understand ideas. The student will select and critically analyze messages using rubrics as assessment tools.**

When responding to visual and oral texts and media (e.g., television, radio, film productions and electronic media), the student:

- b. Identifies the tone, mood and emotion conveyed in the oral communication.

##### FINE ARTS THEATRE ARTS

**TAMS6.1 Analyzing and constructing meaning from theatrical experiences, dramatic literature, and electronic media**

- a. Identifies the elements, themes, and structure of drama (post-show classroom discussion)
- b. Identifies, describes, and classifies character traits (post-show classroom discussion)
- c. Interprets meaning within the context of a dramatic text (post-show classroom discussion)
- d. Explores the connections between theatre and real life (post-show classroom discussion)
- e. Compares and differentiates between various forms of media (post-show classroom discussion)

**TAMS6.8 Examining the roles of theatre as a reflection of past and present civilizations**

- a. Describes the origins of theatre (post-show classroom discussion)
- b. Creates a table summarizing the ways in which the role of theatre has changed over time (post-show classroom discussion/activity)
- c. Identifies ways in which theatre influences a culture (post-show classroom discussion)
- d. Identifies ways in which a culture influences theatre (post-show classroom discussion)
- e. Analyzes ways in which theatre reflects the culture of a society (post-show classroom discussion)

**TAMS6.11 Engaging actively and appropriately as an audience member in theatre or other media experiences**

- a. Models appropriate audience behaviors
- b. Analyzes the relationship between an audience and a performer
- c. Creates guidelines for behaviors appropriate to a theatre experience (pre-show class discussion)

**SCIENCE**

**CHARACTERISTICS OF SCIENCE**

**HABITS OF MIND**

**S6CS1. Students will explore 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.**

- a. Understand the importance of—and keep—honest, clear, and accurate records in science.
- b. Understand that hypotheses are valuable if they lead to fruitful investigations, even if the hypotheses turn out not to be completely accurate descriptions.

**S6CS5. Students will use the ideas of system, model, change, and scale in exploring scientific and technological matters.**

- a. Observe and explain how parts are related to other parts in systems such as weather systems, solar systems, and ocean systems including how the output from one part of a system (in the form of material, energy, or information) can become the input to other parts. (For example: El Nino’s effect on weather)
- b. Identify several different models (such as physical replicas, pictures, and analogies) that could be used to represent the same thing, and evaluate their usefulness, taking into account such things as the model’s purpose and complexity.

**S6CS6. Students will communicate scientific ideas and activities clearly.**

- a. Write clear, step-by-step instructions for conducting scientific investigations, operating a piece of equipment, or following a procedure.
- c. Organize scientific information using appropriate tables, charts, and graphs, and identify relationships they reveal.

**S6CS7. Students will question scientific claims and arguments effectively.**

- a. Question claims based on vague attributions (such as “Leading doctors say...”) or on statements made by people outside the area of their particular expertise.
- b. Recognize that there may be more than one way to interpret a given set of findings.

**SCIENCE**

**CHARACTERISTICS OF SCIENCE**

**THE NATURE OF SCIENCE**

**S6CS8. Students will investigate the characteristics of scientific knowledge and how it is achieved.**

*Students will apply the following to scientific concepts:*

- b. When new experimental results are inconsistent with an existing, well-established theory, scientists may require further experimentation to decide whether the results are flawed or the theory requires modification.
- c. As prevailing theories are challenged by new information, scientific knowledge may change and grow.

**S6CS9. Students will investigate the features of the process of scientific inquiry.**

*Students will apply the following to inquiry learning practices:*

- a. Scientific investigations are conducted for different reasons. They usually involve collecting evidence, reasoning, devising hypotheses, and formulating explanations.
- b. Scientists often collaborate to design research. To prevent bias, scientists conduct independent studies of the same questions.
- c. Accurate record keeping, data sharing, and replication of results are essential for maintaining an investigator's credibility with other scientists and society.
- d. Scientists use technology and mathematics to enhance the process of scientific inquiry.

**SCIENCE**  
**(CONTENT)**

**S6E1. Students will explore current scientific views of the universe and how those views evolved.**

- a. Relate the Nature of Science to the progression of basic historical scientific models (geocentric, heliocentric) as they describe our solar system, and the Big Bang as it describes the formation of the universe.
- b. Describe the position of the solar system in the Milky Way galaxy and the universe.
- c. Compare and contrast the planets in terms of
  1. Size relative to the earth
  2. Surface and atmospheric features
  3. Relative distance from the sun
  4. Ability to support life
- d. Explain the motion of objects in the day/night sky in terms of relative position.
- e. Explain that gravity is the force that governs the motion in the solar system.
- f. Describe the characteristics of comets, asteroids, and meteors.

**S6E2. Students will understand the effects of the relative positions of the earth, moon and sun.**

- a. Demonstrate the phases of the moon by showing the alignment of the earth, moon, and sun.
- b. Explain the alignment of the earth, moon, and sun during solar and lunar eclipses.
- c. Relate the tilt of the earth to the distribution of sunlight throughout the year and its effect on climate.

**S6E3. Students will recognize the significant role of water in earth processes.**

- a. Explain that a large portion of the Earth's surface is water, consisting of oceans, rivers, lakes, underground water, and ice.

**S6E6. Students will describe various sources of energy and with their uses and conservation.**

- a. Explain the role of the sun as the major source of energy and its relationship to wind and water energy.

## II. PUPPET-MAKING WORKSHOPS

Here are some of the Grade 6 Georgia Performance Standards that can be met in Fine Arts when your students participate in a one-hour Create-A-Puppet Workshop to construct their very own *Extraterrestrial Hand Puppet*:

### FINE ARTS

### VISUAL ARTS

### PRODUCTION

#### **VA6PR.1 Understands and applies media, techniques, and processes**

- c. Produces three-dimensional artworks (e.g. ceramics, assemblage, carving, mask, installation, and other forms) using selected materials (e.g. clay papier-mâché, cardboard, paper, plaster, wood, found objects, fiber textile and/or combinations of these media) and techniques.
- d. Develops awareness of the properties of art materials in preparation for art making.
- g. Uses tools and materials with craftsmanship (e.g., with care in a safe and appropriate manner).

## III. MUSEUM

Here are some of the Grade 6 Georgia Performance Standards that can be met in Fine Arts 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 new *Passports* exhibit:

### FINE ARTS

### VISUAL ARTS

### CONTEXTUAL UNDERSTANDING

#### **VA6CU.1 Discovers how the creative process relates to art history**

- a. Recognizes the unique contributions of past and present artists, art periods, and movements.
- b. Identifies and analyzes images which showcase universal themes, symbols, and ideas from diverse past and present cultures.
- c. Uses a variety of resources (including technology) to investigate artists and artwork from many cultures and time periods as a source of inspiration and in the development of one's own vision.
- d. Uses Recognizes varied reasons for making art through history, how history and culture have influenced art, and how art has shaped culture and history.

#### **VA6CU.2 Investigates and discovers personal relationship to community, culture, and the world through making and studying art.**

- a. Examines how forms and styles of visual and/or media arts are found in community.
- b. Articulates ideas and themes from diverse cultures of the past and/or present.
- c. Recognizes the relationship between personal artistic contributions and one's own relationship to the world at large.
- e. Participates in activities (e.g. discussion, reading, writing, art making, art events) that promote personal engagement in the community and/or study of art history