

Kindergarten TEKS Skills at School Days at Texas Renaissance Festival

English Language Arts and Reading and Comprehension Skills

1.a Recognize that spoken words can be represented by print for communication → throughout the village stages, shows, shops, games, rides, and various activities are clearly marked by signs. Have students determine how they can find the information on these signs.

6.d. Recognize recurring phrases and characters in traditional fairy tales, lullabies, and folktales from various cultures. → review prior to trip some common fairy tales and myths such as Robin Hood, King Arthur, Hansel & Gretel, Princess and the Pea, etc. While on the trip help the students to find or identify characters that fit into these stories (witches, Robin Hood, princess, prince, king, queen, etc).

Mathematics

1.c. Use numbers to describe how many objects are in a set (through 20) using verbal and symbolic descriptions. → Have students count various objects throughout the site and shows. Examples – how many horses are in the joust? How many balls is the juggler using? How many statues are in the garden? (See worksheets)

7.a. Describe one object in relation to another using informal language such as over, under above, and below → Have students look for objects in relation throughout the site and shows. (See worksheets)

9.a-c. Geometry and spatial reasoning. The student recognizes attributes of two and three dimensional geometric figures. → While on site visit the Tower Stage. Following the trip, use provided worksheet; identify the shapes that make up the Tower Stage. Have students cut and glue the pieces in order to re-create the stage.

Science

6.d. Observe and describe the ways that objects can move such as in a straight line, zigzag, up and down, back and forth, round and round, and fast and slow. → Watch the various rides (or ride them!). Discuss with students why they move the way they do. Compare these rides to ones they know – such as swing sets or merry go rounds. What are the common themes of the motion?

Social Studies

2.a. Identify contributions of historical figures, including Stephen F. Austin, George Washington, **Christopher Columbus**, and Jose Antonio Navarro, who helped to shape the state and nation. → One of the characters walking around the site is Christopher Columbus and the Spanish court that provided his commission. Have students find and discuss with them his journey and what it means to the student. Allow students to converse with various other characters about the differences between their life and the students. (For example – the historical characters have never heard of a video game!)

4.c. Identify tools that aid in determining location, including maps and globes. → Provide copies of maps to the students of the TRF grounds. Before the trip, have students “plan” their day on the maps. While on the trip, have students (with their chaperone’s help) use the maps to navigate the festival site.

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5.b. Identify how the human characteristics of a place such as ways of earning a living, shelter, clothing, food, and activities are based on geographic location. → As walking the festival grounds, identify the various forms of buildings and locations. What themes surround a group of shops? What is the difference between a food shop, clothing shop, stage, and game? Find key identifying characteristics that identify what type of shop they are looking at.

9.a. Identify authority figures in the home, school, and community. → Discuss prior to the trip the similarities between Beefeaters/Royal Guard and modern day police officers. While on the trip, see if the students can “spot” these historical police officers. Have students identify what these guard are doing and how it would be relatable to police. (The Beefeaters guard the entrance gate accepting tickets while the Royal Guard escorts various nobles such as the King around site – see worksheet).

10.d. Use voting as a method for group decision making. → Have students vote within their group to determine what shows or locations they visit throughout the day as it is impossible to see and do it ALL in one day.

13.c. Describe how his or her life might be different without modern technology. → Characters around the site “live” without modern technology. Have students talk with these characters about what they do for fun or have a student try to explain to the character what technology is or is used for (like a phone).

Health Education

8. (a-c) The student understands ways to communicate consideration and respect for self, family, friends and others. → Students practice good consideration skills while waiting in line, participating as audience members (when to talk/not to talk), working together to determine where to go/see/do while on site within their group, etc.

Physical Education

1 (a-b) Movement → Students practice traveling in large groups without bumping into others and falling as well as slow/fast movement while navigating the TRF site.

3.a-b Describe and select physical activities that provide opportunities for enjoyment and challenge; participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. → Students walk the festival site. If they participate in some games, there are various physical challenges (rope ladder, archery, running, etc) but throughout the day walking is required from one location to the next.

Art

2 – Creative expression/performance. The student expresses ideas through original artworks, using a variety of media with appropriate skill. → All students in all grades including Kindergarten are invited to enter original artwork into the art contest.

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3 & 4 – Historical/cultural heritage. The student demonstrates an understanding of art history and culture as records of human achievement. Response/evaluation. The student makes informed judgments about personal artworks and the artworks of others. → All finalists in the art contest are displayed on School Days for students to view throughout the day. Also various craft vendors throughout the site make and display a variety of styles of art pieces in their shops. They also include demonstrations on how the craft and art are created throughout the day. For extra added bonus, visit the Glassblowing demonstration to watch how historically glass objects such as vases were created with an oratory explanation of what the Glassblower is doing and the historical culture of the craft. Also demonstrated around site are the art of: weaving, making armor, candle making, and blacksmithing. For a small fee there is also a vendor that uses the children's hand to create wax sculptures.

Music

**Note – All TRF Entertainment holds a strict G rating for School Days. Acts that are inappropriate for all ages are either eliminated or altered to fall within this G rating guideline.

1 – Perception. The student describes and analyzes musical sound and demonstrates musical artistry. → All day around site there are various musical acts performing age appropriate songs for children. These range from types of instruments and vocal performances.

2 – Creative expression/performance. The student performs a varied repertoire of music. → The music contest including vocal performance and instrumental performance is open to all grades and judged by grade level. Several elementary schools combine grade levels including some Kindergarten in the choir competition. Email schooldays@texrenfest.com for more information on the rules and specifics of the contest. This is a very relaxed competition, especially for the elementary level more for the experience of the music styles and first time performance experiences.

3 – Historical/Cultural heritage. The student relates music to history, to society, and to culture. → Various music acts around the festival site introduce students to styles of music they do not normally hear on the radio from a variety of cultures. Students can experience everything from the bagpipes of Scotland to the lute to accordion to the hammer dulcimer to brass to folk pirates. Included in watching the performances, each performer wears clothing that is appropriate to the culture from which that instrument and style originated. Have students watch and listen – then determine what styles the students like and why.

4 – Response/evaluation. The student responds to and evaluates music and musical performances. → As the students watch, have them clap to the beat. Some performances (such as the Pirates) will invite the students to join in a song (such as Spongebob theme) or dance with them while they perform.

Theatre

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2.b & d – Assume roles through imitation and recreation. Participate in dramatic play. → Encourage your students to dress up in costume for the day and pretend they are in the Renaissance time. Have the students come up with their name and title for the day (ex – Lord Brandon, Princess Jennifer, etc). Encourage them incorporate into their speech basic “Old English” terms they hear others around site say. All ages and styles of costumes are welcome to participate in the daily costume contest which is judged based on grade level.

5 – Response/evaluation. The student responds to and evaluates theatre and theatrical performances. → The site is full of Theatrical performances appropriate for all ages. All of these performances have some form of audience participation – from cheering at appropriate moments to being actually pulled on stage into the performance. These performers engage the children and provide experiences they will not receive in traditional theatrical performances and range from jousters to jesters to magicians to musicians. The actors around site treat the entire site as a stage and performances take place everywhere – from set stages at specific times to impromptu performances in the middle of the street.