Floyd County Schools It's All About Kids

FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

"Building a Better Future for Every Child - Every Day!"

Summer 2012

Subject Content:	Drama	Grade	6th
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TG13

Indicates the Curriculum Map

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic	Unit/Topic
Purposes of Drama	
(Sharing the human experience, Passing on tradition & culture, Recreational,	Elements of Drama
Artistic) CORE CONTENT 4.1	CORE CONTENT 4.1
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-06-3.3.1	AH-06-1.3.1 Students will identify or describe the use of elements of
	drama in dramatic works.
Students will identify or explain how drama/theatre fulfills a variety of purposes.	DOK 2
purposes.	BOKZ
DOK 2	
Purposes of Drama/Theatre: (different roles of drama)	Elements of drama: <u>Literary elements</u> – Script, Plot structures (exposition, rising action,
Sharing the human experience - to express or communicate emotion,	climax or turning point, falling action, resolution), Suspense, Theme,
feelings, ideas, information through dramatic works (e.g., social change,	Setting, Language (word choice/style used to create character, dialect,
express or communicate universal themes, to interpret and recreate	point of view), Monologue, Dialogue, Empathy
information, ideas and emotions) Passing on tradition and culture - to express or communicate feelings,	
ideas, information (e.g., narrative, storytelling, folktales, religious ritual	
and ceremony)	
Recreational - drama as recreation and for recreational events (e.g., for	
entertainment, diversion, festivals)	
<u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works	
created and performed in a theatrical setting for an audience)	
,,,	

CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
			Literary Elements	Literary Elements	Literary Elements
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
Loop identify the	Loop identify the	Loop identify the	Loop identify and	Lean identify and	Lean identify and
I can identify the	I can identify the	I can identify the	I can identify and	I can identify and	I can identify and
purposes of drama.	purposes of drama.	purposes of drama.	describe literary	describe literary	describe literary
			elements in a variety of	elements in a variety of	elements in a variety of
			drama/theater.	drama/theater.	drama/theater.
			I can appropriately	I can appropriately	I can appropriately
			perform a monologue	perform a monologue	perform a monologue
			and dialogue.	and dialogue.	and dialogue.
			and dialogue.	and didiogue.	and didiogue.
			I can create a script that	I can create a script that	I can create a script that
			utilizes appropriate	utilizes appropriate	utilizes appropriate
			literary elements.	literary elements.	literary elements.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Narrative	Narrative	Narrative	Script	Script	Script
Storytelling	Storytelling	Storytelling	Plot	Plot	Plot
Folktales	Folktales	Folktales			Exposition
			Exposition	Exposition	•
Religious rituals Recreational	Religious rituals Recreational	Religious rituals	Rising action	Rising action Climax	Rising action Climax
		Recreational	Climax		
Artistic	Artistic	Artistic	Turning point	Turning point	Turning point
			Falling action	Falling action	Falling action
			Resolution	Resolution	Resolution
			Suspense	Suspense	Suspense
			Theme	Theme	Theme
			Setting	Setting	Setting
			Language	Language	Language
			Character	Character	Character
			Dialect	Dialect	Dialect
			Point of view	Point of view	Point of view

			Monologue	Monologue	Monologue
			Dialogue	Dialogue	Dialogue
			Empathy	Empathy	Empathy
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Watch a variety of	Watch a variety of	Artistic – Use a favorite	Watch a variety of	Watch a variety of	Monologue: Tell the
dramatic performances	dramatic performances	song to create a musical	dramatic performances	dramatic performances	children to pair up and
and classify them	and classify them	to express the emotions	and identify/describe	and identify/describe	take turns to discuss
according to purpose.	according to purpose.	in the song.	the literary elements	the literary elements	various topics, a single
			used.	used.	word at a time, such as
Create dramatic	Create dramatic				painting, outer space, a
performances for each	performances for each		Create and perform a	Create and perform a	sport, and so on. After a
of the purposes.	of the purposes.		script to demonstrate	script to demonstrate	while, each child can
			the literary elements.	the literary elements.	choose one of the topics
					they had discussed, and
			Add empathy within a	Add empathy within a	talk about it for a
			script.	script.	minute. This drama
					activity is meant to
					develop skills like public
					speaking, spoken
					language, improvisation,
					and voice projection.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Performance Based	Performance Based	Performance Based	Performance Based	Performance Based	Performance Based
(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates
specific skills)	specific skills)	specific skills)	specific skills)	specific skills)	specific skills)
,	,	, ,	,	, ,	, ,
Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple
choice, constructed	choice, constructed	choice, constructed	choice, constructed	choice, constructed	choice, constructed
response, open	response, open	response, open	response, open	response, open	response, open
response	response	response	response	response	response
Summative	Summative	Summative	Summative	Summative	Summative

| Performance Based
(Student demonstrates
specific skills) |
|--|--|--|--|--|--|
| Written/aural – multiple choice, constructed response, open response | Written/aural – multiple choice, constructed response, open response | Written/aural – multiple
choice, constructed
response, open
response | Written/aural – multiple
choice, constructed
response, open
response | Written/aural – multiple
choice, constructed
response, open
response | Written/aural – multiple choice, constructed response, open response |
| Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) |
| Resources Needed |
| Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t heatre/monologues.htm | Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t heatre/monologues.htm | Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t heatre/monologues.htm | Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t heatre/monologues.htm | Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t heatre/monologues.htm | Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t heatre/monologues.htm |
| KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books | KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books | KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books | KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books | KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books | KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books |

http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a
rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-
activities.html	activities.html	activities.html	activities.html	activities.html	activities.html
http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n
et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-
and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx
http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedram a.com/
http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au /education/DLiT/2001/dr ama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au /education/DLiT/2001/dr ama/activity.htm
http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/
http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu
ff.com/index.html	ff.com/index.html	ff.com/index.html	ff.com/index.html	ff.com/index.html	ff.com/index.html

	Weeks 7-9		Weeks 10-12			
Unit/Topic			Unit/Topic			
	Elements of Drama			Elements of Drama		
	CORE CONTENT 4.1			CORE CONTENT 4.1		
AH-06-1.3.1			AH-06-1.3.1			
Students will identify or works.	describe the use of eleme	ents of drama in dramatic	Students will identify or works.	describe the use of eleme	nts of drama in dramatic	
		DOK 2			DOK 2	
Elements of drama: <u>Technical elements</u> - Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design		Elements of drama: <u>Performance elements</u> - Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)				
	CURRICULUM		CURRICULUM			
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Technical Elements	Technical Elements	Technical Elements	Performance Elements	Performance Elements	Performance Elements	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	
I can identify and	I can identify and	I can identify and	I can identify and	STATEMENTS:	I can identify and	

describe technical elements (scenery, sound, lights, makeup, props, costume, design) in a variety of drama/theatre performances. I can create and describe a set that includes all the technical elements.	describe technical elements (scenery, sound, lights, makeup, props, costume, design) in a variety of drama/theatre performances. I can create and describe a set that includes all the technical elements.	describe technical elements (scenery, sound, lights, makeup, props, costume, design) in a variety of drama/theatre performances. I can create and describe a set that includes all the technical elements.	describe performance elements in a variety of drama/theatre performances. I can appropriately use performance elements in a variety of drama/theatre performances. I can create and perform a character in a play or story using appropriate performance elements.	I can identify and describe performance elements in a variety of drama/theatre performances. I can appropriately use performance elements in a variety of drama/theatre performances. I can create and perform a character in a play or story using appropriate performance elements.	describe performance elements in a variety of drama/theatre performances. I can appropriately use performance elements in a variety of drama/theatre performances. I can create and perform a character in a play or story using appropriate performance elements.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Technical Elements Scenery Set Sound Lights Make-up Props Costumes Design	Technical Elements Scenery Set Sound Lights Make-up Props Costumes Design	Technical Elements Scenery Set Sound Lights Make-up Props Costumes Design	Performance Elements	Performance Elements	Performance Elements
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities

Watch a variety of drama performances and identify various technical elements used. Read a variety of scripts and identify and describe technical elements used. Create and perform scripts using appropriate technical elements.	Sound FX Improv Game - Improvising Sound Effects: An improvisational drama activity that involves actors generating impromptu sound effects for fellow performers.	Three props in a box — The teacher selects three props and places them on a box. A student selected at random has to come up and tell a story involving all three props. The more incongruous the props, the more fun and challenging the game is for everyone.	Perform monologues and dialogues that demonstrate the appropriate performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements. Play the Stage Direction game in which a stage area is marked off in nine parts (tape lines, chairs, etc.) to show the directions. The leader will shout out directions and students that play must quickly go to that area of the stage. Students that start going the wrong direction are out. The nine areas from the character's perspective are below: UL UC UR CSL CS CSR DL DC DR	Read an easy story that can be dramatized. Choose children to participate and have them recreate the story. They can make up the lines or you can reread or tell it as they act it out. A variation is to divide the students into small groups. Have each group pick a story and provide time for them to read it, choose parts and practice acting it out. Then have each group perform their story for the rest of the class and/or for children in younger grades.	Death in a minute — One-minute death. Split up into groups of 4/5, and devise a one-minute play where some one dies at the end. It can be funny, sad or completely mad. Draw in the group and discuss what they liked about the stories, and the ideas. Focus on what characteristics made them memorable.

| Balanced Assessment: |
|--|--|--|--|--|--|
| Formative | Formative | Formative | Formative | Formative | Formative |
| Performance Based |
| (Student demonstrates |
| specific skills) |
| Written/aural – multiple |
| choice, constructed |
| response, open |
| response | response | response | response | response | response |
| Summative | Summative | Summative | Summative | Summative | Summative |
| Performance Based |
| (Student demonstrates |
| specific skills) |
| Written/aural – multiple |
| choice, constructed |
| response, open |
| response | response | response | response | response | response |
| Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) | Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts) |
| Resources Needed |
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com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
http://www.kmrscripts.co m/scenes/index.htm	http://www.kmrscripts.co m/scenes/index.htm	http://www.kmrscripts.co m/scenes/index.htm	http://www.kmrscripts.co m/scenes/index.htm	http://www.kmrscripts.co m/scenes/index.htm	http://www.kmrscripts.co m/scenes/index.htm
http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm
KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books	KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books	KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books	KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books	KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books	KET Arts Toolkit http://www.ket.org/artsto okit/drama/ Videos Eva Media Elementary Humanities Books
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http://www.kidactivities.n et/post/Drama-Games- and-Activities.aspx	http://www.kidactivities.n et/post/Drama-Games- and-Activities.aspx	http://www.kidactivities.n et/post/Drama-Games- and-Activities.aspx	http://www.kidactivities.n et/post/Drama-Games- and-Activities.aspx	http://www.kidactivities.n et/post/Drama-Games- and-Activities.aspx	http://www.kidactivities.n et/post/Drama-Games- and-Activities.aspx
http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedrama.com/
http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au /education/DLiT/2001/dr ama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au /education/DLiT/2001/dr ama/activity.htm	http://ehlt.flinders.edu.au /education/DLiT/2001/dr ama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm
http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/
http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html

	Weeks 13-15			Weeks 16-18		
	Unit/Topic		Unit/Topic			
	Elements of Drama			Performance Event		
	CORE CONTENT 4.1			CORE CONTENT 4.1		
AH-06-1.3.1			AH-06-4.3.1			
Students will identify or dramatic works.	describe the use of elen	nents of drama in	Students will create and performance)	erform using elements of d	rama. (Literary, Technical,	
		DOK 2	AH-06-4.3.2			
			Students will improvise sh	ort dialogues and monolog	ues.	
	Elements of drama: <u>Performance elements</u> -			AH-06-4.33		
Acting (e.g. characte	Acting (e.g. character motivation and analysis),			Students will engage in dramatic activities that reflect historical times and cultures.		
Nonverbal expression (character blocking and	Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)		AH-06-4.3.4 Students will identify the skills necessary for jobs associated with theatre (playwright, director, actor, actress, designers, scenery, props, lighting, sounds costume, make-up)			
	CURRICULUM		CURRICULUM			
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
Performance Elements	Performance Elements	Performance Elements				
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	
I can identify and	I can identify and	Pantomime: While one	I can create and perform	I can create and perform	I can create and perform	

describe performance	describe performance	child is performing the	using appropriate	using appropriate	using appropriate
elements in a variety of	elements in a variety of	pantomime, the others	elements of drama.	elements of drama.	elements of drama.
drama/theatre	drama/theatre	can try and guess who or			
performances.	performances.	what he/she is miming.	I can improvise to tell	I can improvise to tell	I can improvise to tell
		This drama activity can	stories.	stories.	stories.
I can appropriately use	I can appropriately use	also be done as a group	I can critique a	I can critique a	I can critique a
performance elements	performance elements	activity, such as cleaning a	performance using	performance using	performance using
in a variety of	in a variety of	room, gardening, buying	appropriate elements of	appropriate elements of	appropriate elements of
drama/theatre	drama/theatre	vegetables and fruits in a	drama.	drama.	drama.
performances.	performances.	supermarket, playing in a			
		playground, enacting a	I can identify skills	I can identify skills	I can identify skills
I can create and	I can create and	ceremonious occasion like	necessary for jobs	necessary for jobs	necessary for jobs
perform a character in	perform a character in	a wedding, enacting a	associated with theatre.	associated with theatre.	associated with theatre.
a play or story using	a play or story using	musical band, and so on.			
appropriate	appropriate				
performance elements.	performance elements.				
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Performance Elements	Performance Elements	Performance Elements	Literary elements	Literary elements	Literary elements
Acting	Acting	Acting	Technical elements	Technical elements	Technical elements
Breath control	Breath control	Breath control	Performance elements	Performance elements	Performance elements
Projection	Projection	Projection	Improvise	Improvise	Improvise
Vocal expression	Vocal expression	Vocal expression	Playwright	Playwright	Playwright
Diction	Diction	Diction	Director	Director	Director
Nonverbal expression	Nonverbal expression	Nonverbal expression	Actor	Actor	Actor
Gestures	Gestures	Gestures	Actress	Actress	Actress
Body alignment	Body alignment	Body alignment	Designers	Designers	Designers
Facial expression	Facial expression	Facial expression	Scenery	Scenery	Scenery
Character blocking &	Character blocking &	Character blocking &	Props	Props	Props
movement	movement	movement	Lighting	Lighting	Lighting
Stage directions	Stage directions	Stage directions	Sounds	Sounds	Sounds
			Costume	Costume	Costume
			Make-up	Make-up	Make-up
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Perform monologues	Passing the Face: This	Become an actor:	Participate in a play	Participate in a play	Participate in a play

and dialogues that demonstrate the appropriate performance elements.

Create and perform a character demonstrating appropriate performance elements.

Audition for and perform a character in a play demonstrating appropriate performance elements.

Play the Stage Direction game in which a stage area is marked off in nine parts (tape lines, chairs, etc.) to show the directions. The leader will shout out directions and students that play must quickly go to that area of the stage. Students that start going the wrong direction are out. The nine areas from the character's perspective are below: UL UC UR CSL CS CSR

DL DC DR

can be used by actors just prior to a performance in the green room. It enables the participants to overcome their fears and become more relaxed and at ease with themselves. The whole group should stand in a circle, holding hands. Then, one person in the circle begins by turning to the person on his/her right and making a face - it could be an emotional face or a funny face. The next person then makes another face and passes it to the person next to him/her, and so on. The expressions should not be copied, but variations of a theme can be explored

instead, such as each

different emotional or

one thinking of a

funny face.

Walking tells a lot about a character. Walk like an old person, a baby; walk through the desert, through the mud, through the jungle, through water. While walking, show emotions: tired, excited, angry, and timid.

Brainstorm emotions that can be inferred from body language. Use your face to show: sad, happy, sick, thinking, confused, angry, sleepy, scared, startled, bored, excited, sneaky, hurt and hungry.

using appropriate elements of drama.

Improvise monologues and dialogues using appropriate elements of drama.

Perform a drama from the following cultures (Bunraku, Native American, African, Classical Greece and Rome, Medieval, Early American).

Critique a drama from the cultures above.

Create resumes and interview with them for jobs associated with theatre. Skills/jobs – playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, makeup).

using appropriate elements of drama.

Improvise monologues and dialogues using appropriate elements of drama.

Perform a drama from the following cultures (Bunraku, Native American, African, Classical Greece and Rome, Medieval, Early American).

Critique a drama from the cultures above.

Create resumes and interview with them for jobs associated with theatre. Skills/jobs – playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, make-up).

using appropriate elements of drama.

Improvise monologues and dialogues using appropriate elements of drama.

Perform a drama from the following cultures (Bunraku, Native American, African, Classical Greece and Rome, Medieval, Early American).

Critique a drama from the cultures above.

Create resumes and interview with them for jobs associated with theatre. Skills/jobs – playwright, director, actor, actress, designers, scenery, props, lighting, sounds, costume, makeup).

Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)
Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple choice, constructed response, open response
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterword	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterword	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.c	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterword	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords .

s.com/scenes.html	s.com/scenes.html	om/scenes.html	com/scenes.html	s.com/scenes.html	com/scenes.html
http://drama.eserver.or	http://drama.eserver.or	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.or	http://drama.eserver.org/
<u>g/</u>	<u>g/</u>	<u></u>	<u></u>	<u>g/</u>	<u></u>
<u>s.</u>	3-	http://www.kmrscripts.com	http://www.kmrscripts.co	<u>3-</u>	http://www.kmrscripts.co
http://www.kmrscripts.c	http://www.kmrscripts.c	/scenes/index.htm	m/scenes/index.htm	http://www.kmrscripts.c	m/scenes/index.htm
om/scenes/index.htm	om/scenes/index.htm			om/scenes/index.htm	
		http://www.iisd1.org/hs_th	http://www.iisd1.org/hs_t		http://www.iisd1.org/hs_t
http://www.iisd1.org/hs	http://www.iisd1.org/hs	eatre/monologues.htm	heatre/monologues.htm	http://www.iisd1.org/hs_	heatre/monologues.htm
theatre/monologues.ht	theatre/monologues.ht	1/FT A . T . II .:	IZET A . T. III'	theatre/monologues.ht	LICET A . T. II
<u>m</u>	<u>m</u>	KET Arts Toolkit http://www.ket.org/artstook	KET Arts Toolkit http://www.ket.org/artsto	<u>m</u>	KET Arts Toolkit http://www.ket.org/artsto
	145T A 4 T 11 11	it/drama/	okit/drama/	145T A 4 T 11 11	okit/drama/
KET Arts Toolkit	KET Arts Toolkit	Videos	Videos	KET Arts Toolkit	Videos
http://www.ket.org/artst ookit/drama/	http://www.ket.org/artst ookit/drama/	Eva Media Elementary	Eva Media Elementary	http://www.ket.org/artst ookit/drama/	Eva Media Elementary
Videos	Videos	Humanities Books	Humanities Books [*]	Videos	Humanities Books
Eva Media Elementary	Eva Media Elementary	http://www.buzzle.com/arti	http://www.buzzle.com/ar	Eva Media Elementary	http://www.buzzle.com/a
Humanities Books	Humanities Books ²	cles/drama-activities.html	ticles/drama-	Humanities Books [*]	rticles/drama-
http://www.buzzle.com/	http://www.buzzle.com/	,,	activities.html	http://www.buzzle.com/	activities.html
articles/drama-	articles/drama-	http://www.kidactivities.net		articles/drama-	
activities.html	activities.html	/post/Drama-Games-and- Activities.aspx	http://www.kidactivities.n et/post/Drama-Games-	activities.html	http://www.kidactivities.n et/post/Drama-Games-
Lucy III	1.00 // 1.10 / 1.10 / 1.10	Activities.aspx	and-Activities.aspx	Lucy II	and-Activities.aspx
http://www.kidactivities. net/post/Drama-	http://www.kidactivities. net/post/Drama-	http://www.creativedrama.	and Motivitioo.dopx	http://www.kidactivities. net/post/Drama-	and notivitioo.aopx
Games-and-	Games-and-	com/	http://www.creativedrama	Games-and-	http://www.creativedram
Activities.aspx	Activities.aspx		.com/	Activities.aspx	a.com/
		http://ehlt.flinders.edu.au/e			
http://www.creativedra	http://www.creativedra	ducation/DLiT/2001/drama	http://ehlt.flinders.edu.au/	http://www.creativedra	http://ehlt.flinders.edu.au
ma.com/	ma.com/	/activity.htm	education/DLiT/2001/dra ma/activity.htm	ma.com/	/education/DLiT/2001/dr ama/activity.htm
http://oblt flip.down.oder.c	http://oblt-flip.do.go.od.	http://improvencyclopedia.	maractivity.httl	http://oblt-flip.do.go.ode.co	ama/activity.Httl
http://ehlt.flinders.edu.a u/education/DLiT/2001/	http://ehlt.flinders.edu.a u/education/DLiT/2001/	org/	http://improvencyclopedi	http://ehlt.flinders.edu.a u/education/DLiT/2001/	http://improvencyclopedi
drama/activity.htm	drama/activity.htm		a.org/	drama/activity.htm	a.org/
<u>arama/aouvity.mim</u>	<u>arama aouvity mun</u>	http://teachkidsdramastuff.		<u>arama aouvitymun</u>	
http://improvencycloped	http://improvencycloped	com/index.html	http://teachkidsdramastuf	http://improvencycloped	http://teachkidsdramastu
ia.org/	ia.org/		f.com/index.html	ia.org/	ff.com/index.html
http://teachkidsdramast uff.com/index.html	http://teachkidsdramast uff.com/index.html			http://teachkidsdramast uff.com/index.html	
un.com/index.ntml	uii.com/index.ntmi			un.com/index.ntmi	

	Weeks 19-21			Weeks 22-24	
	Unit/Topic			Unit/Topic	
			Stages CORE CONTENT 4.1		
Tecl	nnical and Performance Eler	nents			
	CORE CONTENT 4.1				
AH-06-1.3.2			AH-06-1.3.4		
	w the technical elements (so) communicate setting and m		Students will identify and describe the types of stages (arena, thrust, proscenium).		s (arena, thrust,
AH-06-1.3.3					
Students will explain how movement) can create a	performance elements (e.g. believable character.	, acting, speaking,			
	CURRICULUM		CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Technical Elements	Technical Elements	Performance Elements	Arena	Thrust	Proscenium
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can describe how	I can describe how		I can identify and describe	I can identify and describe	I can identify and describe
technical elements of	technical elements of	I can explain how	the three types of stages	the three types of stages	the three types of stages
drama communicate	drama communicate	performance elements can	(arena, thrust,	(arena, thrust,	(arena, thrust,
setting and mood.	setting and mood.	create a believable character.	proscenium).	proscenium).	proscenium).
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Technical Elements	Technical Elements	Technical Elements	Arena	Arena	Arena

	T a	T a	T	T _, .	
Scenery	Scenery	Scenery	Thrust	Thrust	Thrust
Props	Props	Props	Proscenium	Proscenium	Proscenium
Costumes	Costumes	Costumes			
Make-up	Make-up	Make-up			
Lighting	Lighting	Lighting			
Sound	Sound	Sound			
Performance Elements	Performance Elements	Performance Elements			
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Students will create and	Students will create and	Students will create and	Students will watch live	Students will watch live	Students will watch live
perform classroom skits	perform classroom skits	perform classroom skits	and recorded	and recorded	and recorded
to allow for	to allow for	to allow for	performances to allow	performances to allow	performances to allow
demonstration,	demonstration,	demonstration,	for identification and	for identification and	for identification and
identification and	identification and	identification and	description of type of	description of type of	description of type of
explanation of how	explanation of how	explanation of how	stage used.	stage used.	stage used.
technical elements	technical elements	technical elements			
communicate setting	communicate setting	communicate setting			
and mood.	and mood.	and mood.			
Students will create and	Students will create and	Students will create and			
perform classroom skits	perform classroom skits	perform classroom skits			
to allow for	to allow for	to allow for			
demonstration,	demonstration,	demonstration,			
identification and	identification and	identification and			
explanation of how	explanation of how	explanation of how			
performance elements	performance elements	performance elements			
can create a believable	can create a believable	can create a believable			
character.	character.	character.			
View 2 dramatic	View 2 dramatic	View 2 dramatic			
performances and	performances and	performances and			
compare and contrast	compare and contrast	compare and contrast			
the differences in the	the differences in the	the differences in the			
use of technical	use of technical	use of technical			
elements to establish	elements to establish	elements to establish			
mood/setting.	mood/setting.	mood/setting.			
mood/setting.	mood/setting.	mood/setting.			

Students adapt a short	Students adapt a short	Students adapt a short			
story into a dramatic	story into a dramatic	story into a dramatic			
script and include the	script and include the	script and include the			
necessary technical	necessary technical	necessary technical			
elements to establish	elements to establish	elements to establish			
mood and setting.	mood and setting.	mood and setting.			
Balanced Assessment:					
Formative	Formative	Formative	Formative	Formative	Formative
Performance Based					
(Student demonstrates					
specific skills)					
Written/aural – multiple					
choice, constructed					
response, open					
response, Venn Diagram	response, Venn Diagram	response, Venn Diagram	response	response	response
		Summative			
Summative	Summative	Summative	Summative		
		Performance Based		Summative	Summative
Performance Based	Performance Based	Performance Based (Student demonstrates	Performance Based	Summative	Summative
Performance Based (Student demonstrates	Performance Based (Student demonstrates	Performance Based	Performance Based (Student demonstrates	Performance Based	Performance Based
Performance Based	Performance Based	Performance Based (Student demonstrates specific skills)	Performance Based	Performance Based (Student demonstrates	Performance Based (Student demonstrates
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills) Written/aural – multiple	Performance Based (Student demonstrates specific skills)	Performance Based	Performance Based
Performance Based (Student demonstrates specific skills) Written/aural – multiple	Performance Based (Student demonstrates specific skills) Written/aural – multiple	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple	Performance Based (Student demonstrates specific skills) Written/aural – multiple
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common
Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade	Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response Common (PLC Teams will design the common assessments, i.e., grade

| Resources Needed |
|---|---|---|---|---|---|
| Monologue books |
| Internet sites |
| Myths and Legends from |
| other cultures. |
http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.
com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co
m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm
http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t
heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm
KET Arts Toolkit					
http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/
Videos	Videos	Videos	okit/drama/ Videos	Videos	Videos
Eva Media Elementary					
Humanities Books					
http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a
rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-
activities.html	activities.html	activities.html	activities.html	activities.html	activities.html
http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n
et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-
and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx
http://www.creativedram	http://www.creativedram	http://www.creativedram	http://www.creativedram	http://www.creativedram	http://www.creativedram
a.com/	a.com/	a.com/	a.com/	a.com/	a.com/
http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au
/education/DLiT/2001/dr ama/activity.htm	/education/DLiT/2001/dr ama/activity.htm	/education/DLiT/2001/dr ama/activity.htm	/education/DLiT/2001/dr ama/activity.htm	/education/DLiT/2001/dr ama/activity.htm	/education/DLiT/2001/dr ama/activity.htm
http://improvencyclopedi	http://improvencyclopedi	http://improvencyclopedi	http://improvencyclopedi	http://improvencyclopedi	http://improvencyclopedi
a.org/	a.org/	a.org/	a.org/	a.org/	a.org/
http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html	http://teachkidsdramastu ff.com/index.html
II.COM/IIIGEX.Html	ii.com/index.num	II.COM/IIIGEX.Html	ii.com/index.num	ii.com/iiidex.miiii	II.COM/IIIGEX.Html

Weeks 25-27			Weeks 28-30		
	Unit/Topic			Unit/Topic	
	Cultures/Periods		Cultures/Periods		
	CORE CONTENT 4.1			CORE CONTENT 4.1	
AH-06-2.3.1 Students will periods are reflected in	ll analyze or explain how d drama/theatre.	liverse cultures and time	AH-06-2.3.1 Students will analyze or explain how diverse cultures an periods are reflected in drama/theatre.		
characteristics - de	ed Banraku) - heatre (Historical develop eveloped as an art by late and sophisticated puppet	1600s, characteristics of	Cultures: Native American and African influences on American storytelling		DOK 3
	CURRICULUM		CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics
Bunraku	Bunraku	Bunraku	Native American	Native American	African
I CAN STATEMENTS: I can identify & describe characteristics of Bunraku.	I CAN STATEMENTS: I can identify & describe characteristics of Bunraku.	I CAN STATEMENTS: I can identify & describe characteristics of Bunraku.	I CAN STATEMENTS: I can describe how Native American drama influenced American storytelling. I can describe how African drama influenced American storytelling.	I CAN STATEMENTS: I can describe how Native American drama influenced American storytelling. I can describe how African drama influenced American storytelling.	I CAN STATEMENTS: I can describe how Native American drama influenced American storytelling. I can describe how African drama influenced American storytelling.

Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Bunraku Storytelling Puppeteering	Bunraku Storytelling Puppeteering	Bunraku Storytelling Puppeteering	Native American African Storytelling	Native American African Storytelling	Native American African Storytelling
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Students will watch performances of Bunraku and describe the characteristics.	Students will watch performances of Bunraku and describe the characteristics.	Students will watch performances of Bunraku and describe the characteristics.	Students will watch performances from Native American and African cultures and describe similarities and differences between them and how they influenced American storytelling.	Students will watch performances from Native American and African cultures and describe similarities and differences between them and how they influenced American storytelling.	Students will watch performances from Native American and African cultures and describe similarities and differences between them and how they influenced American storytelling.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Performance Based (Student demonstrates	Performance Based (Student demonstrates	Performance Based (Student demonstrates	Performance Based (Student demonstrates	Performance Based (Student demonstrates	Performance Based (Student demonstrates
specific skills)	specific skills)	specific skills)	specific skills)	specific skills)	specific skills)
Written/aural – multiple choice, constructed response, open response	,	,	,	'	,
Written/aural – multiple choice, constructed response, open	specific skills) Written/aural – multiple choice, constructed response, open	specific skills) Written/aural – multiple choice, constructed response, open	specific skills) Written/aural – multiple choice, constructed response, open	specific skills) Written/aural – multiple choice, constructed response, open	specific skills) Written/aural – multiple choice, constructed response, open
Written/aural – multiple choice, constructed response, open response	specific skills) Written/aural – multiple choice, constructed response, open response	specific skills) Written/aural – multiple choice, constructed response, open response	specific skills) Written/aural – multiple choice, constructed response, open response	specific skills) Written/aural – multiple choice, constructed response, open response	specific skills) Written/aural – multiple choice, constructed response, open response

| choice, constructed response, open |
|---|---|---|---|---|---|
| response | response | response | response | response | response |
| Common (PLC Teams |
| will design the common assessments, i.e., grade |
| level, and/or depts) |
| Resources Needed |
| Monologue books |
| Internet sites |
| Myths and Legends from other cultures. |
http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.
com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co
m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm
http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t
heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm
KET Arts Toolkit					
http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/
Videos	Videos	Videos	Videos	Videos	Videos
Eva Media Elementary Humanities Books					
http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a
rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-	rticles/drama-
activities.html	activities.html	activities.html	activities.html	activities.html	activities.html
http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n
et/post/Drama-Games- and-Activities.aspx	et/post/Drama-Games- and-Activities.aspx	et/post/Drama-Games- and-Activities.aspx	et/post/Drama-Games- and-Activities.aspx	et/post/Drama-Games- and-Activities.aspx	et/post/Drama-Games- and-Activities.aspx
http://www.creativedram	http://www.creativedram	http://www.creativedram	http://www.creativedram	http://www.creativedram	http://www.creativedram
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a.com/	a.com/	a.com/	a.com/	a.com/	a.com/
http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au	http://ehlt.flinders.edu.au
/education/DLiT/2001/dr	/education/DLiT/2001/dr	/education/DLiT/2001/dr	/education/DLiT/2001/dr	/education/DLiT/2001/dr	/education/DLiT/2001/dr
ama/activity.htm	ama/activity.htm	ama/activity.htm	ama/activity.htm	ama/activity.htm	ama/activity.htm
http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedi a.org/
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ff.com/index.html	ff.com/index.html	ff.com/index.html	ff.com/index.html	ff.com/index.html	ff.com/index.html

	Weeks 31-33			Weeks 34-36	
	Unit/Topic		Unit/Topic		
Performance Event		Review of Drama			
	CORE CONTENT 4.1		CORE CONTENT 4.1		
AH-06-4.3.1			Refer to all previous core content references.		
Students will create and p Performance)	erform using elements of dr	ama. (Literary, Technical,			
AH-06-4.3.2					
Students will improvise sh	ort dialogues and monologu	ies.			
AH-06-4.33					
Students will engage in di cultures.	ramatic activities that reflect	historical times and			
AH-06-4.3.4					
	kills necessary for jobs asso r, actress, designers, scener				
	CURRICULUM			CURRICULUM	
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
I can create and perform using appropriate elements of drama.	I can create and perform using appropriate elements of drama.	I can create and perform using appropriate	I can demonstrate prior knowledge through a variety of means	I can demonstrate prior knowledge through a variety of means	I can demonstrate prior knowledge through a variety of means

I can improvise to tell stories. I can critique a performance using appropriate elements of drama. I can identify skills necessary for jobs associated with theatre.	I can improvise to tell stories. I can critique a performance using appropriate elements of drama. I can identify skills necessary for jobs associated with theatre.	elements of drama. I can improvise to tell stories. I can critique a performance using appropriate elements of drama. I can identify skills necessary for jobs associated with theatre.	I can identify and analyze the elements of drama through the use of technology. I can identify and analyze cultures/periods and purposes of drama through the use of technology.	I can identify and analyze the elements of drama through the use of technology. I can identify and analyze cultures/periods and purposes of drama through the use of technology.	I can identify and analyze the elements of drama through the use of technology. I can identify and analyze cultures/periods and purposes of drama through the use of technology.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	See all previous vocabulary.	See all previous vocabulary.	See all previous vocabulary.
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Participate in a play using appropriate elements of drama.	Participate in a play using appropriate elements of drama.	Participate in a play using appropriate elements of drama.	Compete in a Jeopardy tournament to review content.	Compete in a Jeopardy tournament to review content.	One-minute please – Pick a student's name from a hat. The student

Improvise monologues and dialogues using appropriate elements of drama. Perform a drama from the following cultures (Bunraku, Native American, African, Classical Greece and Rome, Medieval, Early American). Critique a drama from the cultures above. Create resumes and interview with them for jobs associated with theatre. Skills/jobs – playwright, director, actor, actress, designers,	Improvise monologues and dialogues using appropriate elements of drama. Perform a drama from the following cultures (Bunraku, Native American, African, Classical Greece and Rome, Medieval, Early American). Critique a drama from the cultures above. Create resumes and interview with them for jobs associated with theatre. Skills/jobs — playwright, director, actor, actress, designers,	Improvise monologues and dialogues using appropriate elements of drama. Perform a drama from the following cultures (Bunraku, Native American, African, Classical Greece and Rome, Medieval, Early American). Critique a drama from the cultures above. Create resumes and interview with them for jobs associated with theatre. Skills/jobs — playwright, director, actor, actress, designers,	http://www.superteach ertools.com/jeopardyx/ http://www.superteach ertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteach ertools.com/index.php	http://www.superteach ertools.com/jeopardyx/ http://www.superteach ertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteach ertools.com/index.php	must pick a 3 x 5 card from a deck that the teacher has prepared. On the card is a subject that the student must talk about for one whole minute. This activity can be used to review and helps students learn presentation skills and how to think on their feet.
scenery, props, lighting, sounds, costume, make-up).	scenery, props, lighting, sounds, costume, make-up).	scenery, props, lighting, sounds, costume, make-up).			
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Performance Based	Performance Based	Performance Based	Performance Based	Performance Based	Performance Based
(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates	(Student demonstrates
specific skills)	specific skills)	specific skills)	specific skills)	specific skills)	specific skills)
Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple choice, constructed response, open response	Written/aural – multiple
choice, constructed	choice, constructed	choice, constructed	choice, constructed		choice, constructed
response, open	response, open	response, open	response, open		response, open
response	response	response	response		response

Summative	Summative	Summative	Summative	Summative	Summative
De ferme de Breed	D. f D l	D. f	D. C	D. C	De ferre Perel
Performance Based (Student demonstrates	Performance Based (Student demonstrates	Performance Based (Student demonstrates			
specific skills)	specific skills)	specific skills)	specific skills)	specific skills)	specific skills)
Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple
choice, constructed	choice, constructed	choice, constructed	choice, constructed	choice, constructed	choice, constructed
response, open	response, open	response, open	response, open	response, open	response, open
response	response	response	response	response	response
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the common	will design the common	will design the common			
assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade	assessments, i.e., grade
level, and/or depts)	level, and/or depts)	level, and/or depts)	level, and/or depts)	level, and/or depts)	level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Monologue books	Monologue books	Monologue books	Monologue books	Monologue books	Monologue books
Internet sites	Internet sites	Internet sites	Internet sites	Internet sites	Internet sites
Myths and Legends from	Myths and Legends from	Myths and Legends from			
other cultures. http://www.theaterwords.	other cultures. http://www.theaterwords.	other cultures. http://www.theaterwords.	other cultures. http://www.theaterwords.	other cultures. http://www.theaterwords.	other cultures. http://www.theaterwords.
com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
COM/SCENES.HIIII	COM/SCENES.HUIII	COM/SCENES.HIIII	COM/SCENES.Hum	COM/SCENES.Hum	COM/SCENES.HIIII
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co
m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm
http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t
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Videos	Videos	Videos	Videos	Videos	Videos
Eva Media Elementary Humanities Books	Eva Media Elementary Humanities Books	Eva Media Elementary Humanities Books	Eva Media Elementary Humanities Books	Eva Media Elementary Humanities Books	Eva Media Elementary Humanities Books
http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a	http://www.buzzle.com/a
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activities.html	activities.html	activities.html	activities.html	activities.html	activities.html
http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n	http://www.kidactivities.n
et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-	et/post/Drama-Games-
and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx	and-Activities.aspx
http://www.creativedrama.com/	http://www.creativedrama.com/	http://www.creativedram a.com/	http://www.creativedram a.com/	http://www.creativedrama.com/	http://www.creativedram a.com/
http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm	http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm
http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/	http://improvencyclopedia.org/
http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu	http://teachkidsdramastu
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