FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

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

Summer 2012

Subject Content: _Drama_   **Grade** _6th_

TG13   **Indicates the Curriculum Map**

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic **Purposes of Drama** **(Sharing the human experience, Passing on tradition & culture, Recreational, Artistic)**	**Unit/Topic** **Elements of Drama**

CORE CONTENT 4.1
 	
AH-06-3.3.1
 	
Students will identify or explain how drama/theatre fulfills a variety of purposes.
 	
DOK 2
 	
Purposes of Drama/Theatre: (different roles of drama)
 	
    Sharing the human experience - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate 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)
    Artistic expression - 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)
	CORE CONTENT 4.1
	
	AH-06-1.3.1 Students will identify or describe the use of elements of drama in dramatic works.
	
	DOK 2
	
	Elements of drama:
	    Literary elements – Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy

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

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

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 level, and/or depts..)**	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 level, and/or depts..)**	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 level, and/or depts..)**	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 level, and/or depts..)**	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 level, and/or depts..)**	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 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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books

http://www.buzzle.com/articles/drama-activities.html	http://www.buzzle.com/articles/drama-activities.html	http://www.buzzle.com/articles/drama-activities.html	http://www.buzzle.com/articles/drama-activities.html	http://www.buzzle.com/articles/drama-activities.html	http://www.buzzle.com/articles/drama-activities.html
http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/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/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://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html

Weeks 7-9	Weeks 10-12
Unit/Topic **Elements of Drama**	**Unit/Topic** **Elements of Drama**

CORE CONTENT 4.1
 	
AH-06-1.3.1
 	
Students will identify or describe the use of elements of drama in dramatic works.
 	
DOK 2
 	
Elements of drama:
    Technical elements -
 	
    Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design
	CORE CONTENT 4.1
	
	AH-06-1.3.1
	
	Students will identify or describe the use of elements of drama in dramatic works.
	
	DOK 2
	
	Elements of drama:
	    Performance elements -
	
	    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 **Sub-Topics** **Technical Elements**	**Identify** **Sub-Topics** **Technical Elements**	**Identify** **Sub-Topics** **Technical Elements**	**Identify** **Sub-Topics** **Performance Elements**	**Identify** **Sub-Topics** **Performance Elements**	**Identify** **Sub-Topics** **Performance Elements**
I CAN STATEMENTS: I can identify and	**I CAN STATEMENTS:** I can identify and	**I CAN STATEMENTS:** I can identify and	**I CAN STATEMENTS:** I can identify and	**I CAN STATEMENTS:**	**I CAN 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 Technical Elements Scenery Set Sound Lights Make-up Props Costumes Design	**Critical Vocabulary** Technical Elements Scenery Set Sound Lights Make-up Props Costumes Design	**Critical Vocabulary** Technical Elements Scenery Set Sound Lights Make-up Props Costumes Design	**Critical Vocabulary** Performance Elements Acting Breath control Projection Vocal expression Diction Nonverbal expression Gestures Body alignment Facial expression Character blocking & movement Stage directions	**Critical Vocabulary** Performance Elements Acting Breath control Projection Vocal expression Diction Nonverbal expression Gestures Body alignment Facial expression Character blocking & movement Stage directions	**Critical Vocabulary** Performance Elements Acting Breath control Projection Vocal expression Diction Nonverbal expression Gestures Body alignment Facial expression Character blocking & movement Stage directions
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.	<u>Sound FX Improv Game – Improvising Sound Effects</u>: An improvisational drama activity that involves actors generating impromptu sound effects for fellow performers.	<u>Three props in a box</u> – 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	<u>Read an easy story that can be dramatized.</u> 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.	<u>Death in a minute</u> – 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 Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response
Summative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Summative** 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 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.	**Resources Needed** Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.	**Resources Needed** Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.	**Resources Needed** Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.	**Resources Needed** Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html

Weeks 13-15			Weeks 16-18		
Unit/Topic **Elements of Drama**			**Unit/Topic** **Performance Event**		

CORE CONTENT 4.1
 	
AH-06-1.3.1
 	
Students will identify or describe the use of elements of drama in dramatic works.
 	
                          DOK 2
 	
Elements of drama:
   Performance elements -
 	
  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)
			CORE CONTENT 4.1
			
			AH-06-4.3.1
			
			Students will create and perform using elements of drama. (Literary, Technical, Performance)
			
			AH-06-4.3.2
			
			Students will improvise short dialogues and monologues.
			
			AH-06-4.33
			
			Students will engage in dramatic activities that reflect historical times and cultures.
			
			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 Sub-Topics **Performance Elements**	**Identify Sub-Topics** **Performance Elements**	**Identify Sub-Topics** **Performance Elements**	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**
I CAN STATEMENTS: I can identify and	**I CAN STATEMENTS:** I can identify and	**I CAN STATEMENTS:** Pantomime: While one	**I CAN STATEMENTS:** I can create and perform	**I CAN STATEMENTS:** I can create and perform	**I CAN STATEMENTS:** I can create and perform

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.	child is performing the pantomime, the others can try and guess who or what he/she is miming. This drama activity can also be done as a group activity, such as cleaning a room, gardening, buying vegetables and fruits in a supermarket, playing in a playground, enacting a ceremonious occasion like a wedding, enacting a musical band, and so on.	using appropriate 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.	using appropriate 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.	using appropriate 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.
Critical Vocabulary Performance Elements Acting Breath control Projection Vocal expression Diction Nonverbal expression Gestures Body alignment Facial expression Character blocking & movement Stage directions	**Critical Vocabulary** Performance Elements Acting Breath control Projection Vocal expression Diction Nonverbal expression Gestures Body alignment Facial expression Character blocking & movement Stage directions	**Critical Vocabulary** Performance Elements Acting Breath control Projection Vocal expression Diction Nonverbal expression Gestures Body alignment Facial expression Character blocking & movement Stage directions	**Critical Vocabulary** Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	**Critical Vocabulary** Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	**Critical Vocabulary** Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up
Strategies/Activities Perform monologues	**Strategies/Activities** Passing the Face: This	**Strategies/Activities** Become an actor:	**Strategies/Activities** Participate in a play	**Strategies/Activities** Participate in a play	**Strategies/Activities** 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 one thinking of a different emotional or 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, 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, 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, make-up).

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 http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	s.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	om/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	s.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html

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

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

Students adapt a short story into a dramatic script and include the necessary technical elements to establish mood and setting.	Students adapt a short story into a dramatic script and include the necessary technical elements to establish mood and setting.	Students adapt a short story into a dramatic script and include the necessary technical elements to establish mood and setting.			
Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response, Venn Diagram **Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response, Venn Diagram **Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response, Venn Diagram **Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response **Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response **Summative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response **Summative** 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 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	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 other cultures.	Myths and Legends from other cultures.	Myths and Legends from other cultures.	Myths and Legends from other cultures.	Myths and Legends from other cultures.	Myths and Legends from other cultures.
http://www.theaterwords.com/scenes.html	http://www.theaterwords.com/scenes.html	http://www.theaterwords.com/scenes.html	http://www.theaterwords.com/scenes.html	http://www.theaterwords.com/scenes.html	http://www.theaterwords.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.com/scenes/index.htm	http://www.kmrscripts.com/scenes/index.htm	http://www.kmrscripts.com/scenes/index.htm	http://www.kmrscripts.com/scenes/index.htm	http://www.kmrscripts.com/scenes/index.htm	http://www.kmrscripts.com/scenes/index.htm
http://www.iisd1.org/hs_theatre/monologues.htm	http://www.iisd1.org/hs_theatre/monologues.htm	http://www.iisd1.org/hs_theatre/monologues.htm	http://www.iisd1.org/hs_theatre/monologues.htm	http://www.iisd1.org/hs_theatre/monologues.htm	http://www.iisd1.org/hs_theatre/monologues.htm
KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html	KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html	KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html	KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html	KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html	KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html
http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx	http://www.kidactivities.net/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/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://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html

Weeks 25-27			Weeks 28-30		
Unit/Topic **Cultures/Periods**			**Unit/Topic** **Cultures/Periods**		
CORE CONTENT 4.1 **AH-06-2.3.1 Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.** **DOK 3** **Cultures:** **Bunraku (also called Banraku) - Japanese puppet theatre (Historical development and characteristics - developed as an art by late 1600s, characteristics of music, storytelling and sophisticated puppeteering)**			**CORE CONTENT 4.1** **AH-06-2.3.1 Students will analyze or explain how diverse cultures and time periods are reflected in drama/theatre.** **DOK 3** **Cultures:** **Native American and African influences on American storytelling**		
CURRICULUM			**CURRICULUM**		
Week 25	**Week 26**	**Week 27**	**Week 28**	**Week 29**	**Week 30**
Identify Sub-Topics **Bunraku**	**Identify Sub-Topics** **Bunraku**	**Identify Sub-Topics** **Bunraku**	**Identify Sub-Topics** **Native American**	**Identify Sub-Topics** **Native American**	**Identify Sub-Topics** **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 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	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple

choice, constructed response, open response	choice, constructed response, open response	choice, constructed response, open response	choice, constructed response, open response	choice, constructed response, open response	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.theaterwords.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedram	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedram	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedram	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedram	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedram	Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/articles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedram

a.com/	a.com/	a.com/	a.com/	a.com/	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://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html	http://teachkidsdramastuff.com/index.html

Weeks 31-33			Weeks 34-36		
Unit/Topic **Performance Event**			**Unit/Topic** **Review of Drama**		
CORE CONTENT 4.1 *AH-06-4.3.1* *Students will create and perform using elements of drama. (Literary, Technical, Performance)* *AH-06-4.3.2* *Students will improvise short dialogues and monologues.* *AH-06-4.33* *Students will engage in dramatic activities that reflect historical times and cultures.* *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)*			**CORE CONTENT 4.1** **Refer to all previous core content references.**		
CURRICULUM			**CURRICULUM**		
Week 31	**Week 32**	**Week 33**	**Week 34**	**Week 35**	**Week 36**
Identify Sub-Topics	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**	**Identify Sub-Topics**
I CAN STATEMENTS: I can create and perform using appropriate elements of drama.	**I CAN STATEMENTS:** I can create and perform using appropriate elements of drama.	**I CAN STATEMENTS:** I can create and perform using appropriate	**I CAN STATEMENTS:** I can demonstrate prior knowledge through a variety of means	**I CAN STATEMENTS:** I can demonstrate prior knowledge through a variety of means	**I CAN STATEMENTS:** I can demonstrate prior knowledge through a variety of means

			(games, tests, etc.)	(games, tests, etc.)	(games, tests, etc.)
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.	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 Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	**Critical Vocabulary** Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	**Critical Vocabulary** Literary elements Technical elements Performance elements Improvise Playwright Director Actor Actress Designers Scenery Props Lighting Sounds Costume Make-up	**Critical Vocabulary** See all previous vocabulary.	**Critical Vocabulary** See all previous vocabulary.	**Critical Vocabulary** See all previous vocabulary.
Suggested Strategies/Activities Participate in a play using appropriate elements of drama.	**Suggested Strategies/Activities** Participate in a play using appropriate elements of drama.	**Suggested Strategies/Activities** Participate in a play using appropriate elements of drama.	**Suggested Strategies/Activities** Compete in a Jeopardy tournament to review content.	**Suggested Strategies/Activities** Compete in a Jeopardy tournament to review content.	**Suggested Strategies/Activities** 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, scenery, props, lighting, sounds, costume, make-up).	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).	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).	http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.com/index.php	http://www.superteachertools.com/jeopardyx/ http://www.superteachertools.com/jeopardy/ Play other flash based games (Speed Match Maker, Who Wants to be a Millionaire, Flash Board Game). http://www.superteachertools.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.
Balanced Assessment: Formative Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) Written/aural – multiple choice, constructed response, open response	**Balanced Assessment: Formative** Performance Based (Student demonstrates specific skills) 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 Monologue books Internet sites Myths and Legends from other cultures. http://www.theaterwords.com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/a	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/a	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/a	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/a	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/a	**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.com/scenes/index.htm http://www.iisd1.org/hs_theatre/monologues.htm KET Arts Toolkit http://www.ket.org/artstookit/drama/ Videos Eva Media Elementary Humanities Books http://www.buzzle.com/a

rticles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	rticles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	rticles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	rticles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	rticles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html	rticles/drama-activities.html http://www.kidactivities.net/post/Drama-Games-and-Activities.aspx http://www.creativedrama.com/ http://ehlt.flinders.edu.au/education/DLiT/2001/drama/activity.htm http://improvencyclopedia.org/ http://teachkidsdramastuff.com/index.html