





Unit of Study 1 Elements of Drama- Script		2 nd Grade	Quarter 1	DRAMA 2013
Key Concepts:		Skills:		
<ul style="list-style-type: none"> The student can communicate a message in a story. 		<ul style="list-style-type: none"> Create dialogue between characters. Create a dramatization where a character solves a problem. 		
Standards:				
<ul style="list-style-type: none"> Playmaking – (Planning) The student will make plays informally. Acting – (Playing) The student will act in informal presentations. 				
Drama Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can listen and respond to others. I can pretend to be a character and talk to others. I can act. 		<p>Character: person, animal, or object in a story</p> <p>Setting: the place the story happens.</p> <p>Events: what happens in a story.</p> <p>5 W's: who, what, when, where, and why.</p> <p>Pantomime: the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p>	 <ul style="list-style-type: none"> Process Drama Friends Unit 	
Drama/ Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> Listen to a story. Dialogue a scene with at least two characters and show how conflicts can be resolved. Teacher-guided playwriting. Create scenes, reader's theater, narrative mimes, etc. where characters try to resolve conflicts. 		<p>conflict</p>	<ul style="list-style-type: none"> Drama Lesson Plans - BYU Elementary Arts Core Guidebook 10 Minute Transition for Developing Life Skills Drama DVDs & Books available for check out Theatre Power Points Reader's Theater—Ms. Gurian's Glass 	
Assessment Options: The student uses the elements of drama to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Class Assessment Spiral B&W PreK-2nd Grade Drama				


Key Concepts:	Skills:
<ul style="list-style-type: none"> The student can explore various situations through participating in role-plays 	<ul style="list-style-type: none"> Use my body to communicate thoughts, feelings, and emotions. Be aware of my five senses.

Standards:
<ul style="list-style-type: none"> Playmaking – (Planning) The student will make plays informally. Acting – (Playing) The student will act in informal presentations.

Drama Content Objectives	Vocabulary students should use	Lessons (Activities)
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<ul style="list-style-type: none"> I can cooperate with others in a performance to tell a story. 	<p>Character: person, animal, or object in a story</p> <p>Setting: the place the story happens.</p> <p>Events: what happens in a story.</p> <p>Imitate: copy or reproduce voice or movement qualities.</p> <p>Pantomime: the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p>	<p>Reader's Theatre with Jan Brett </p> <p>OVERVIEW</p> <p>In this lesson, students in grades 1–2 interact with the book <i>Hedgie's Surprise</i> by Jan Brett and create a Readers Theatre that is performed for an audience. Students make predictions about the story prior to reading and listen to a read-aloud of the story. Postreading, they make observations about the characters, setting, and plot. The focus on the literary elements of the story leads students to create costumes, props, and sets for the final Readers Theatre performance. Although Readers Theatre does not typically employ such devices, the use of costumes and sets affords early elementary students a better understanding of the story.</p>
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Drama / Common Core Language Objectives	Additional Resources
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<ul style="list-style-type: none"> Dramatize literature. 	<ul style="list-style-type: none"> Drama Lesson Plans - BYU Elementary Arts Core Guidebook 10 Minute Transition for Developing Life Skills Drama DVDs & Books available for check out Theatre Power Points
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Assessment Options:
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Key Concepts:	Skills:
<ul style="list-style-type: none"> The student uses costumes and props to enhance a character. 	<ul style="list-style-type: none"> Use Costume to develop characters in my role plays Use props to emphasize meaning and significance.


Standards:

- **Playmaking** – (Planning) The student will make and write plays informally.
- **Acting** – (Playing) The student will act in formal or informal presentations.
- **Design** – (Visuals) The student will visualize and arrange environments and costumes for classroom dramatizations.

Drama Content Objectives	Vocabulary students should use	Lessons (Activities)
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<ul style="list-style-type: none"> I can pretend to be a character in a story and use props. I can explore how costumes define a character. 	<p>Character: person animal, or object in a story</p> <p>Setting: the place the story happens.</p> <p>Events: what happens in a story.</p> <p>Pantomime: the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p>	<p>Lesson Plans There are many lesson plans available on this site.</p> <p>If You Give a Mouse a Cookie lesson plan Creative drama with literature. Starts with a relaxation leading to a warm-up. Then reading the book to the class. Followed by choral reading from the class then a cool down.</p> 
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Drama / Common Core Language Objectives		Additional Resources
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<ul style="list-style-type: none"> Create a drama world for a specific story or poem 	<p>Costumes: clothing worn in a drama to depict character</p> <p>Props: A portable object other than furniture or costumes used on the set of a play or movie.</p>	<ul style="list-style-type: none"> Drama Lesson Plans - BYU Elementary Arts Core Guidebook 10 Minute Transition for Developing Life Skills Drama DVDs & Books available for check out Theatre Power Points
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Assessment Options:
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Key Concepts:	Skills:
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<p>☞ The student has knowledge of appropriate audience behavior.</p>	<ul style="list-style-type: none"> List and practice good audience behaviors.
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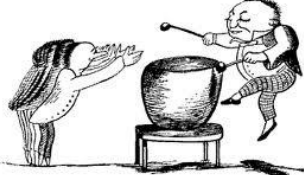
Standards:

- **Playmaking** – (Planning) The student will make and write plays informally.
- **Acting** – (Playing) The student will act in formal or informal presentations.
- **Design** – (Visuals) The student will visualize and arrange environments and costumes for classroom dramatizations.
- **Audience** - The student will learn appropriate audience behavior.

Drama Content Objectives	Vocabulary students should use	Lessons (Activities)
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<ul style="list-style-type: none"> I can behave appropriately when I am an audience member. <div style="text-align: center;">  </div>	<p>Character: person animal, or object in a story</p> <p>Setting: the place the story happens.</p> <p>Events: what happens in a story.</p> <p>Pantomime: the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p>	<p>Assembly or live performance: Students need to understand that audience etiquette requires specific behaviors. Before attending a performance, discuss and make a list with the students of good behaviors to exhibit when attending a performance; e.g., prompt-ness, good listening and watching, appropriate laughter and applause, inappropriate noise control, limited coming and going, and most always no food or drink. Have students role-play the effects of bad behavior on the actors and other audience members.</p>
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Drama / Common Core Language Objectives		Additional Resources
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<ul style="list-style-type: none"> Watch a live performance. Identify and express in a class discussion students’ favorite parts of a performance. <div style="text-align: center;">  </div>	<p>Audience: the act and behaviors of watching others or self in a live or recorded performance.</p>	<ul style="list-style-type: none"> Drama Lesson Plans - BYU Elementary Arts Core Guidebook 10 Minute Transition for Developing Life Skills Drama DVDs & Books available for check out Theatre Power Points
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