



<b>Key Concepts:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li>□ The student can identify story elements and retell a story with a clear beginning, middle, and end.</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the 5 W's in a story</li> <li>• Tell a story with a clear beginning, middle, and end.</li> </ul>


<b>Standards:</b>
<ul style="list-style-type: none"> <li>➤ <b>CREATE (1.T.CR.)</b> Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 1.T.CR.1–5).</li> <li>➤ <b>PERFORM (1.T.P.)</b> Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (Standards 1.T.P.1–9).</li> <li>➤ <b>RESPOND (1.T.R)</b> Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 1.T.R.1–4).</li> <li>➤ <b>CONNECT (1.T.CO.)</b> Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.T.CO.1–2).</li> </ul>

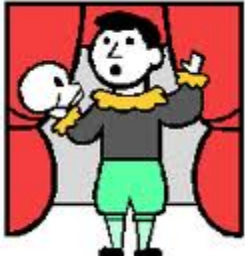
<b>Drama Content Objectives</b>	<b>Vocabulary students should use</b>	<b>Lessons (Activities)</b>
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<ul style="list-style-type: none"> <li>• I can identify the 5 W's in a story.</li> <li>• I can tell a story with a beginning, middle, and end.</li> <li>• I can listen and respond to others.</li> </ul> <div style="text-align: center;">  </div>	<p><b>Character:</b> person, animal, or object in a story.</p> <p><b>Setting:</b> the place the story happens.</p> <p><b>Events:</b> what happens in a story.</p> <p><b>5 W's:</b> who, what, when, where, and why.</p>	<p>Before you read a story, look through the book and assign students to play all of the roles. Not all students need roles for each story time, but if you want to increase the number of active children, assign some children to be inanimate things such as wind or a table in the story. As you read, have the children act out the story in mime. Choose more bashful children to be the inanimate objects, so they can work up to being more active mimes.</p> <p>Have students identify the 5 W's in the story.</p>
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<b>Drama/ Common Core Language Objectives</b>		<b>Additional Resources</b>
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<ul style="list-style-type: none"> <li>• Listen to a story and identify the 5 W's in the story.</li> <li>• Engage in retelling this changed story through pretending to be the characters and acting out the story.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul> <div style="text-align: center;">  </div>	<p><b>Pantomime:</b> the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Drama Lesson Plans - BYU</a></li> <li>• Drama DVDs &amp; Books <i>available for check out</i></li> <li>• <a href="#">Theatre Power Points</a></li> <li>• <a href="#">UEN: 1<sup>st</sup>Grade – Fairy Tale Riddles &amp; Puppet Shows</a></li> <li>• <a href="#">Drama Notebook (free lessons, or subscription)</a></li> <li>• <a href="#">Art Work for Kids (Lesson Plans)</a></li> <li>• <a href="#">ARTSEDGE: Lessons – Arts Integration</a></li> </ul>
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Unit of Study 2 Elements of Drama - Acting		1 <sup>st</sup> Grade	Quarter 2	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>□ The student can perform in an informal play.</li> </ul>		<ul style="list-style-type: none"> <li>• Pretend to be a character in a story.</li> <li>• Vary the volume of my voice to express meaning.</li> <li>• Use my body to communicate thoughts, feelings, and emotions.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>CREATE (1.T.CR.)</b> Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 1.T.CR.1–5).</li> <li>➤ <b>PERFORM (1.T.P.)</b> Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (Standards 1.T.P.1–9).</li> <li>➤ <b>RESPOND (1.T.R)</b> Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 1.T.R.1–4).</li> <li>➤ <b>CONNECT (1.T.CO.)</b> Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.T.CO.1–2).</li> </ul>				
Drama Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can imitate the sound and movements of things.</li> <li>• I can pretend to be a character in a story.</li> <li>• I can vary the volume of my voice.</li> </ul> 		<p><b>Character:</b> person animal, or object in a story</p> <p><b>Setting:</b> the place the story happens.</p> <p><b>Events:</b> what happens in a story.</p> <p><b>Imitate:</b> copy or reproduce voice or movement qualities.</p> <p><b>Pantomime:</b> the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p>	<p><b>Acting Out a Story:</b> Children love listening to their favorite story and often want to hear it over and over again. Add a twist to story time by having your students act out their favorite story after hearing it. Choose to have them reenact the entire story or just their favorite part. Create a performance of a favorite fairy tale or children's book that can be shared with the class or the entire school. Classic stories like "Goldilocks and the Three Bears" and "The Three Little Pigs" are simple enough for kindergarten students to act out. Have students imitate the sound and movements of the characters.</p>	
Drama / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> <li>• Listen to a story.</li> <li>• Engage in retelling a story through acting.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Drama Lesson Plans - BYU</a></li> <li>• Drama DVDs &amp; Books <i>available for check out</i></li> <li>• <a href="#">Theatre Power Points</a></li> <li>• <a href="#">UEN: 1<sup>st</sup>Grade – Fairy Tale Riddles &amp; Puppet Shows</a></li> <li>• <a href="#">Drama Notebook (free lessons, or subscription)</a></li> <li>• <a href="#">Art Work for Kids (Lesson Plans)</a></li> <li>• <a href="#">ARTSEdge: Lessons – Arts Integration</a></li> </ul>		
<b>Assessment Options:</b>				
The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				

Unit of Study 3 Elements of Drama - Acting and Design		1 <sup>st</sup> Grade	Quarter 3	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
□ The student uses props to enhance a character.		• Use props to emphasize meaning and significance.		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>CREATE (1.T.CR.)</b> Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 1.T.CR.1–5).</li> <li>➤ <b>PERFORM (1.T.P.)</b> Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (Standards 1.T.P.1–9).</li> <li>➤ <b>RESPOND (1.T.R.)</b> Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 1.T.R.1–4).</li> <li>➤ <b>CONNECT (1.T.CO.)</b> Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.T.CO.1–2).</li> </ul>				
Drama Content Objectives		Vocabulary students should use		Lessons (Activities)
<ul style="list-style-type: none"> <li>• I can pretend play.</li> <li>• I can pretend to be a character in a story and use props.</li> </ul> 		<p><b>Character:</b> person animal, or object in a story.</p> <p><b>Setting:</b> the place the story happens.</p> <p><b>Events:</b> what happens in a story.</p> <p><b>Pantomime:</b> the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p>		<p><b>Pantomime:</b> Pantomime teaches children how to act out a story without using words. Children are only allowed to use hand gestures, facial expressions, and body movements to convey the action of the story. For practice, have the children form a circle and give them an action to pantomime. For example, have them act out opening a special present, eating a bowl of something that tastes disgusting, taking a rambunctious dog for a walk, or a monkey eating a banana. Until they are confident enough to perform in front of the entire class, have the children all pantomime at the same time so that no one feels self-conscious.</p> <p><b>Costuming:</b> Once children are able to pantomime, use props to help define the character</p>
Drama / Common Core Language Objectives		Costumes: clothing worn in a drama to depict character.		Additional Resources
<ul style="list-style-type: none"> <li>• In a class discussion talk about what it was like to pretend to be a character in a story.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul>		<p><b>Props:</b> A portable object other than furniture or costumes used on the set of a play or movie.</p>		<ul style="list-style-type: none"> <li>• <a href="#">Drama Lesson Plans - BYU</a></li> <li>• Drama DVDs &amp; Books <i>available for check out</i></li> <li>• <a href="#">Theatre Power Points</a></li> <li>• <a href="#">Drama Notebook (free lessons, or subscription)</a></li> <li>• <a href="#">Art Work for Kids (Lesson Plans)</a></li> <li>• <a href="#">ARTSEGE: Lessons – Arts Integration</a></li> </ul>
<b>Assessment Options:</b>				
The student uses the elements of drama to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				

Unit of Study 4 Elements of Drama - Audience		1 <sup>st</sup> Grade	Quarter 4	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>❑ <b>Standard 1.T.R.1:</b> Demonstrate audience skills of observing attentively and responding appropriately.</li> <li>❑ <b>Standard 1.T.R.4:</b> Give and accept constructive feedback, and use selective criteria to evaluate what is seen, heard, and understood in dramatizations.</li> </ul>		<ul style="list-style-type: none"> <li>• List and practice good audience behaviors.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>CREATE (1.T.CR.)</b> Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 1.T.CR.1–5).</li> <li>➤ <b>PERFORM (1.T.P.)</b> Students will analyze, interpret, and select artistic work for performance. They will develop techniques and concepts to refine artistic work, and express meaning through the presentation of dramatic works (Standards 1.T.P.1–9).</li> <li>➤ <b>RESPOND (1.T.R)</b> Students will perceive and analyze artistic work and process. They will interpret intent and meaning, and apply criteria to evaluate artistic work and process (Standards 1.T.R.1–4).</li> <li>➤ <b>CONNECT (1.T.CO.)</b> Students will synthesize and relate knowledge from personal and collaborative experience to make and receive art. They will relate artistic ideas and works with societal, cultural, and historical context to deepen understanding (Standards 1.T.CO.1–2).</li> </ul>				
Drama Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can behave appropriately when I am an audience member.</li> </ul> 		<p><b>Character:</b> person animal, or object in a story</p> <p><b>Setting:</b> the place the story happens.</p> <p><b>Events:</b> what happens in a story.</p> <p><b>Pantomime:</b> the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p> <p><b>Audience:</b> the act and behaviors of watching others or self in a live or recorded performance.</p>	<p><b>Assembly or live performance:</b> 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>	
Drama / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> <li>• Watch a live performance.</li> <li>• Identify and express in a class discussion students’ favorite parts of a performance.</li> <li>• <b>For students who may not be able to engage in the above language objectives they may;</b> demonstrate, create, or present the work to show understanding.</li> </ul>		<ul style="list-style-type: none"> <li>• <a href="#">Drama Lesson Plans - BYU</a></li> <li>• Drama DVDs &amp; Books <i>available for check out</i></li> <li>• <a href="#">Theatre Power Points</a></li> <li>• <a href="#">Drama Notebook (free lessons, or subscription)</a></li> <li>• <a href="#">Art Work for Kids (Lesson Plans)</a></li> <li>• <a href="#">ARTSEEDGE: Lessons – Arts Integration</a></li> </ul>		
<b>Assessment Options:</b>				
The student uses the elements of drama to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				