





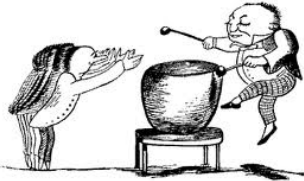


Unit of Study 1 Elements of Drama - Script		3 <sup>rd</sup> Grade	Quarter 1	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student will learn to plan and pantomime interrelated characters in a classroom dramatization.</li> </ul>		<ul style="list-style-type: none"> <li>Create dialogue for various plots.</li> <li>Map the plot structure of a story.</li> <li>Pantomime</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>CREATE (3.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (Standards 3.T.CR.1–5).</li> <li><b>PERFORM (3.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 drama works (Standards 3.T.P.1–9).</li> <li><b>RESPOND (3.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 3.T.R.1–4).</li> <li><b>CONNECT (3.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 3.T.CO.1–2).</li> </ul>				
Drama Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>I can create different characters for a plot.</li> <li>I can pretend to be a character and talk to others (improvise).</li> <li>I can act.</li> <li>I can create dialogue and physical attributes for characters experiencing high tension.</li> </ul>		<p><b>Character:</b> person animal, or object in a story.</p> <p><b>Dialogue:</b> when characters talk with each other.</p> <p><b>Setting:</b> the place the story happens.</p> <p><b>Events:</b> what happens in a story.</p>	<ul style="list-style-type: none"> <li><a href="#">Telling Stories through Improvisation</a></li> <li><a href="#">Process Drama Friends Unit</a></li> </ul> 	
Drama/ Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> <li>Listen to a story. Dialogue a scene with at least two characters and show how conflicts can be resolved.</li> <li>Teacher-guided playwriting. Create scenes, reader's theater, narrative mimes, etc. where characters try to resolve conflicts.</li> <li>Read a familiar story. Create an alternative ending to 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>		<p><b>Plot Structure:</b> sequence of events leading to a climax and resolution.</p> <p><b>5 W's:</b> who, what, when, where, and why.</p> <p><b>Pantomime:</b> the telling of a story without words, by means of bodily movements, gestures, and facial expressions.</p> <p>conflict tension</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="#">Reader's Theater</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 2 Elements of Drama - Acting		3 <sup>rd</sup> Grade	Quarter 2	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>□ The student can explore various situations through participating in role-plays</li> </ul>		<ul style="list-style-type: none"> <li>• Mental skills: sensory recall, visualization</li> <li>• Voice skills: expressive voice</li> <li>• Body skills: expressive movement</li> <li>• Ensemble skills: caretaking</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li>➤ <b>CREATE (3.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (Standards 3.T.CR.1–5).</li> <li>➤ <b>PERFORM (3.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 drama works (Standards 3.T.P.1–9).</li> <li>➤ <b>RESPOND (3.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 3.T.R.1–4).</li> <li>➤ <b>CONNECT (3.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 3.T.CO.1–2).</li> </ul>				
Drama Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> <li>• I can play theatre games, activities, or process drama techniques to experience and identify:</li> <li>• Sensory recall and visualization</li> <li>• Pitch, tempo and rhythm in expressive voice.</li> <li>• Expressive movements.</li> <li>• Experience and identify caretaking: engaging, encouraging, and sustaining other actors</li> </ul>		<p><b>Sensory Recall:</b> the ability to remember and almost feel again a particular sensory experience.</p> <p><b>Visualization:</b> the formation of a mental image or picture.</p> <p><b>Expressive Voice:</b> using voice qualities of pitch, tempo, and rhythm to enhance sensory experience.</p> <p><b>Expressive Movement:</b> using qualities of movement to enhance sensory experience.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Telling Stories through Improvisation</a></li> <li>• <a href="#">Process Drama Friends Unit</a></li> </ul> 	
Drama / Common Core Language Objectives			Additional Resources	
<p>Use cultural tales with choral readings, reader's theatre, narrative mimes, etc. to apply and practice</p> <ul style="list-style-type: none"> <li>• Sensory recall and visualization</li> <li>• Pitch, tempo and rhythm in expressive voice.</li> <li>• Expressive movements.</li> <li>• Experience and identify caretaking: engaging, encouraging, and sustaining other actors</li> </ul> <p><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.</p>		<p><b>Caretaking:</b> working to engage, supports, and encourage other actors in a dramatization.</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="#">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		3 <sup>rd</sup> Grade	Quarter 3	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student uses costumes and props to enhance a character and transform space.</li> </ul>		<ul style="list-style-type: none"> <li>Use Costume to develop characters in my role plays.</li> <li>Use props to emphasize meaning and significance.</li> <li>Create sound effects: body percussion, voices, electronic sources, and found sound.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>CREATE (3.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (Standards 3.T.CR.1–5).</li> <li><b>PERFORM (3.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 drama works (Standards 3.T.P.1–9).</li> <li><b>RESPOND (3.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 3.T.R.1–4).</li> <li><b>CONNECT (3.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 3.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 to be a character in a story and use props.</li> <li>I can explore how costumes define a character.</li> <li>I can use various sounds to enhance dramatizations.</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>Costumes:</b> clothing worn in a drama to depict character</p> <p><b>Props:</b> A portable object other than furniture or costumes used on the set of a play or movie.</p> <p><b>Sound Effects:</b> sounds used to enhance dramatizations</p>  <p>Pitch Tone Tempo</p>	<ul style="list-style-type: none"> <li><a href="#">Lesson Plans</a> There are many lesson plans available on this site.</li> <li>Have students imitate the voices of their favorite cartoon characters. Improvise a scene that takes place in life every day; e.g., they engage in conversations with other people while using cartoon voices. How does this change communication and message?</li> <li>Bottles of What? Before class, gather several empty plastic bottles with caps. Fill each bottle with a different material (such as dried peas, pebbles, marbles, sand, and birdseed? Put the caps back on and cover the bottles with construction paper so the materials inside are hidden. Ask students to listen to the sound each bottle makes and guess what is inside it.</li> </ul>	
Drama / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> <li>Create a drama based on a short story or poem. Use simple costumes, props, and sound effects to enhance the drama.</li> </ul>  <ul style="list-style-type: none"> <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="#">ARTSEdge: 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		3 <sup>rd</sup> Grade	Quarter 4	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>❑ <b>Standard 3.T.R.1:</b> Demonstrate audience skills of observing attentively and responding appropriately.</li> <li>❑ <b>Standard 3.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 (3.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine dramatic works (Standards 3.T.CR.1–5).</li> <li>➤ <b>PERFORM (3.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 drama works (Standards 3.T.P.1–9).</li> <li>➤ <b>RESPOND (3.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 3.T.R.1–4).</li> <li>➤ <b>CONNECT (3.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 3.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>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> 		<p><b>Audience:</b> the act and behaviors of watching others or self in a live or recorded performance.</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 dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				