





Unit of Study 1 Elements of Drama - Script		4 th Grade	Quarter 1	DRAMA 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> The student will learn to create dialogue for various plots. Exploring how conflicts created tension in a story. 		<ul style="list-style-type: none"> Create dialogue for various plots. Map the plot structure of a story. Pantomime 		
Standards:				
<ul style="list-style-type: none"> CREATE (4.T.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 4.T.CR.1–7).. PERFORM (4.T.P.) 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 4.T.P.1–9). RESPOND (4.T.R.) 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 4.T.R.1–5). CONNECT (4.T.CO.) 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 4.T.CO.1–2). 				
Drama Content Objectives		Vocabulary students should use	Lessons (Activities)	
<ul style="list-style-type: none"> I can create different characters for a plot. I can pretend to be a character and talk to others (improvise). I can create dialogue. I can create tension in a drama through conflicts between characters. 		<p>Character: person animal, or object in a story.</p> <p>Dialogue: when characters talk with each other.</p> <p>Setting: the place the story happens.</p> <p>Events: what happens in a story.</p>	<ul style="list-style-type: none"> Telling Stories through Improvisation Process Drama Friends Unit Have the students consider the following questions: Who are the characters? What do they want? What makes the situation urgent? How does it get resolve? Now improvise this original scene. Repeat and refine. 	
Drama/ Common Core Language Objectives			Additional Resources	
<ul style="list-style-type: none"> Listen to a story about the pioneers. 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. Read a familiar story. Create an alternative ending to the story. 		<p>Plot Structure: sequence of events leading to a climax and resolution.</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> <p>Tension: the atmosphere created by unresolved inharmonious situations.</p> <p>Mood : the feel of a piece.</p> <p>Conflict: tension between two or more characters or between action and ideas.</p>	<ul style="list-style-type: none"> Drama Lesson Plans - BYU Drama DVDs & Books available for check out Theatre Power Points Reader’s Theater Drama Notebook (free lessons, or subscription) Art Work for Kids (Lesson Plans) ARTSEdge: Lessons – Arts Integration 	
				
Assessment Options: 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 2 Elements of Drama - Acting	4th Grade	Quarter 2	DRAMA 2018
--	-----------------------------	------------------	-------------------

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"> ● Mental skills: sensory recall, visualization ● Voice skills: expressive voice ● Body skills: body awareness, expressive movement ● Ensemble skills: caretaking

Standards:

- **CREATE (4.T.CR.)** Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 4.T.CR.1–7).
- **PERFORM (4.T.P.)** 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 4.T.P.1–9).
- **RESPOND (4.T. R.)** 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 4.T.R.1–5).
- **CONNECT (4.T.CO.)** 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 4.T.CO.1–2).

Drama Content Objectives	Vocabulary students should use	Lessons (Activities)
<p>I can play theatre games, activities, or process drama techniques to experience and identify:</p> <ul style="list-style-type: none"> ● Sensory recall and visualization ● Pitch, tempo and rhythm in expressive voice. ● Expressive movements. ● Emotional interaction and exchange with others. <p>I can act out a scene with conflict that shows tension.</p> 	<p>Sensory recall: the ability to remember and almost feel again a particular sensory experience.</p> <p>Visualization: the formation of a mental image or picture.</p> <p>Expressive voice: using voice qualities of pitch, tempo, and rhythm to enhance sensory experience.</p> <p>Expressive movement: using qualities of movement to enhance sensory experience.</p> <p>Tension: the atmosphere created by unresolved inharmonious situations.</p> <p>Mood : the feel of a piece.</p> <p>Conflict: tension between two or more characters or between action and ideas.</p> 	<ul style="list-style-type: none"> ● Telling Stories through Improvisation ● Process Drama Friends Unit ● UEN Lesson plans ● Have students create the illusion of jogging in slow motion. Have them imagine what different changes in condition would do to their body; e.g., heavy weights on their feet, then arms, then waist. Suddenly all weight is gone, and they hardly weigh more than a feather. They float up into the air. Finally, they create the illusion of floating slowly down to earth again. Describe the illusions created. ● Creative Drama and Improvisation

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"> ● Sensory recall and visualization. ● Pitch, tempo and rhythm in expressive voice. ● Expressive movements. ● Emotional interaction and exchange with others. ● For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 		<ul style="list-style-type: none"> ● Drama Lesson Plans - BYU ● Drama DVDs & Books available for check out ● Theatre Power Points ● Reader’s Theater ● Drama Notebook (free lessons, or subscription) ● Art Work for Kids (Lesson Plans) ● ARTSEdge: Lessons – Arts Integration


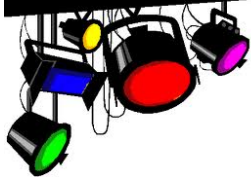

Assessment Options: The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.

Unit of Study 3 Elements of Drama- Acting and Design	4th Grade	Quarter 3	DRAMA 2018
--	-----------------------------	------------------	-------------------


Key Concepts:	Skills:
<ul style="list-style-type: none"> □ The student uses costumes, props, light and color to enhance a dramatization. 	<ul style="list-style-type: none"> ● Use Costume to develop characters in my role plays. ● Use props to emphasize meaning and significance. ● Use light and color to create mood.

Standards:
<ul style="list-style-type: none"> ➤ CREATE (4.T.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 4.T.CR.1–7).. ➤ PERFORM (4.T.P.)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 4.T.P.1–9). ➤ RESPOND (4.T.R.) 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 4.T.R.1–5). ➤ CONNECT (4.T.CO.)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 4.T.CO.1–2).

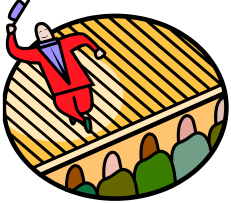


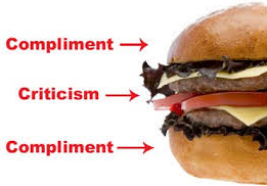
Drama Content Objectives	Vocabulary students should use	Lessons (Activities)
---------------------------------	---------------------------------------	-----------------------------

<ul style="list-style-type: none"> ● I can pretend to be a character in a story using costumes, props, and light. 	 <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> <p>Mood : the feel of a piece</p> <p>Conflict: tension between two or more characters or between action and ideas.</p>	<ul style="list-style-type: none"> ● There are many Lesson Plans available on this site. ● UEN Lesson Plans ● Creative Drama and Improvisation 
---	---	--

Drama / Common Core Language Objectives		Additional Resources
--	--	-----------------------------

<ul style="list-style-type: none"> ● Create a drama based on a short story or poem. Use simple costumes, props, and light to enhance the drama. 		<ul style="list-style-type: none"> ● Drama Lesson Plans - BYU ● Drama DVDs & Books available for check out ● Theatre Power Points ● Reader's Theater ● Drama Notebook (free lessons, or subscription) ● Art Work for Kids (Lesson Plans) ● ARTSEGE: Lessons – Arts Integration
--	--	---

Assessment Options: 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		4 th Grade	Quarter 4	DRAMA 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> □ Demonstrate audience skills of observing attentively and responding appropriately. □ Give and accept constructive feedback, analyze and describe strengths and weaknesses of own work. 		<ul style="list-style-type: none"> ● Identify good audience behaviors. 		
Standards:				
<ul style="list-style-type: none"> ➤ CREATE (4.T.CR.) Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 4.T.CR.1–7). ➤ PERFORM (4.T.P.) 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 4.T.P.1–9). ➤ RESPOND (4.T.R.) 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 4.T.R.1–5). ➤ CONNECT (4.T.CO.) 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 4.T.CO.1–2). 				
Drama Content Objectives		Vocabulary students should use	Lessons (Activities)	
 <ul style="list-style-type: none"> ● I can behave appropriately when I am an audience member. ● I can observe the relationship between the actor and the audience. ● I can critique myself and others in a respectful and constructive manner. 		<p>Audience: the act and behaviors of watching others or self in a live or recorded performance.</p> <p>Critique: A critical review or commentary, especially one dealing with works of art or literature. A critical discussion of a specified topic.</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>	
Drama / Common Core Language Objectives		Additional Resources		
<ul style="list-style-type: none"> ● Watch a live performance. ● Write a critique of the performance. Share compositions orally. ● For students who may not be able to engage in the above language objectives they may; demonstrate, create, or present the work to show understanding. 		<ul style="list-style-type: none"> ● Drama Lesson Plans - BYU ● Drama DVDs & Books available for check out ● Theatre Power Points ● Reader's Theater ● Drama Notebook (free lessons, or subscription) ● Art Work for Kids (Lesson Plans) ● ARTSEdge: Lessons – Arts Integration 		
Assessment Options: The student uses the elements of drama to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.				