


<p><b>Key Concepts:</b></p> <ul style="list-style-type: none"> <li>□ The student will learn to create dialogue for various plots. Exploring the underlying reasons why characters act the way they do.</li> </ul>	<p><b>Skills:</b></p> <ul style="list-style-type: none"> <li>● Create dialogue for various plots.</li> <li>● Analyze dramatic elements that create mood.</li> <li>● Identify motives and objectives of characters in a story.</li> <li>● Demonstrate how character motives influence actions and outcomes.</li> </ul>
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<p><b>Standards:</b></p> <ul style="list-style-type: none"> <li>➤ <b>CREATE (5.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 5.T.CR.1–7).</li> <li>➤ <b>PERFORM (5.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 5.T.P.1–9).</li> <li>➤ <b>RESPOND (5.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 5.T.R.1–6).</li> <li>➤ <b>CONNECT (5.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 5.T.CO.1–3).</li> </ul>
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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 create dialogue.</li> <li>● I can identify motives and objectives of characters in a story.</li> <li>● I can understand and demonstrate how character motives influence their actions and outcomes.</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> <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>	<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> <div style="text-align: center;"> </div>
Drama/ Common Core Language Objectives	Additional Resources	
<ul style="list-style-type: none"> <li>● Teacher-guided playwriting. Create scenes, reader’s theater, narrative mimes, etc. where characters try to resolve conflicts. Discuss what the mood of the scene is</li> <li>● Read about an event in United States history. Construct a dramatization that reveals how the character motivations influence action and outcome.</li> </ul>	<ul style="list-style-type: none"> <li>● <a href="#">Drama Lesson Plans - BYU</a></li> <li>● Drama DVDs &amp; Books available for check out</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="#">ARTSEEDGE: Lessons – Arts Integration</a></li> </ul>	




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

<b>Key Concepts:</b>  <input type="checkbox"/> The student can explore various situations through participating in role-plays.  	<b>Skills:</b> <ul style="list-style-type: none"> <li>● Mental skills: sensory recall, visualization, emotional range</li> <li>● Voice skills: expressive voice</li> <li>● Body skills: character movement</li> <li>● Ensemble skills: collaboration</li> </ul>
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<b>Standards:</b>
<ul style="list-style-type: none"> <li>➤ <b>CREATE (5.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 5.T.CR.1–7).</li> <li>➤ <b>PERFORM (5.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 5.T.P.1–9).</li> <li>➤ <b>RESPOND (5.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 5.T.R.1–6).</li> <li>➤ <b>CONNECT (5.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 5.T.CO.1–3).</li> </ul>

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"> <li>● Sensory recall and visualization</li> <li>● Pitch, tempo and rhythm in expressive voice.</li> <li>● Expressive movements.</li> <li>● Emotional interaction and exchange with others.</li> </ul> <p>I can create and portray a rich believable character.</p> 	<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>Emotional Range:</b> the ability of an actor experience and portray depth of emotion in a character.</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> <li>● <a href="#">Creative Drama and Improvisation</a></li> </ul>

Drama / Common Core Language Objectives	Vocabulary students should use	Additional Resources
<p>Use U.S. history events 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>● Emotional interaction and exchange with others.</li> <li>● Collaboration: planning and playing dramatizations as a team or cast.</li> </ul>	<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> <p><b>Tension:</b> the atmosphere created by unresolved inharmonious situations.</p> <p><b>Mood :</b> the feel of a piece.</p> <p><b>Conflict:</b> tension between two or more characters or between action and ideas.</p> 	<ul style="list-style-type: none"> <li>● <a href="#">Drama Lesson Plans - BYU</a></li> <li>● Drama DVDs &amp; Books available for check out</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>



Unit of Study 3 Elements of Drama - Acting and Design		5 <sup>th</sup> Grade	Quarter 3	DRAMA 2018
<b>Key Concepts:</b>		<b>Skills:</b>		
<ul style="list-style-type: none"> <li>The student uses costumes, props, light and color, and musical sound to enhance a dramatization.</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>Use light and color to create mood.</li> <li>Use musical sound to enhance drama.</li> </ul>		
<b>Standards:</b>				
<ul style="list-style-type: none"> <li><b>CREATE (5.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 5.T.CR.1–7).</li> <li><b>PERFORM (5.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 5.T.P.1–9).</li> <li><b>RESPOND (5.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 5.T.R.1–6).</li> <li><b>CONNECT (5.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 5.T.CO.1–3).</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 using costumes, props, and light.</li> <li>I can use musical sounds to make a drama more real.</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>Transformed space</b></p> <p><b>Sound effects</b></p> <p><b>Light and color:</b> visual sensations to help create mood.</p> <p><b>Musical sound:</b> melody or sound created by voice or musical instruments used to enhance dramatizations.</p> 		<ul style="list-style-type: none"> <li><a href="#">Lesson Plans</a> There are many lesson plans available on this site.</li> <li><a href="#">Creative Drama and Improvisation</a></li> <li><a href="#">teAchnology</a></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 light to enhance the drama.</li> <li>Add music to the drama.</li> </ul>		<ul style="list-style-type: none"> <li><a href="#">Drama Lesson Plans - BYU</a></li> <li>Drama DVDs &amp; Books available for check out</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="#">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.				

<b>Unit of Study 4</b> <b>Elements of Drama - Audience</b>	<b>5<sup>th</sup> Grade</b>	<b>Quarter 4</b>	<b>DRAMA</b> 2018
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<b>Key Concepts:</b>	<b>Skills:</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Demonstrate audience skills of observing attentively and responding appropriately.</li> <li><input type="checkbox"/> Give and accept constructive and supportive feedback; analyze and describe strengths and weaknesses of own work.</li> </ul>	<ul style="list-style-type: none"> <li>● Identify good audience behaviors.</li> </ul>

<b>Standards:</b>
<ul style="list-style-type: none"> <li>➤ <b>CREATE (5.T.CR.)</b> Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards 5.T.CR.1–7).</li> <li>➤ <b>PERFORM (5.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 5.T.P.1–9).</li> <li>➤ <b>RESPOND (5.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 5.T.R.1–6).</li> <li>➤ <b>CONNECT (5.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 5.T.CO.1–3).</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 behave appropriately when I am an audience member.</li> <li>● I can observe the relationship between the actor and the audience.</li> <li>● I can critique myself and others in a respectful and constructive manner.</li> </ul> <div style="text-align: center;">  </div>	<p><b>Audience:</b> the act and behaviors of watching others or self in a live or recorded performance.</p> <p><b>Critique:</b> A critical review or commentary, especially one dealing with works of art or literature. A critical discussion of a specified topic.</p> <div style="text-align: center;">  </div>	<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> <ul style="list-style-type: none"> <li>● <a href="#">SEE LINKS TO LESSON PLANS BELOW</a></li> </ul>
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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>● Watch a live performance.</li> <li>● Write a critique of the performance. Share compositions orally.</li> <li>● Research and compare the roles of theater and film to audience members throughout U.S. history (include musical theatre).</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 available for check out</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>
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