



Unit of Study 1 Elements of Drama - Script	6th Grade	Quarter 1	DRAMA 2018
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Key Concepts:	Skills:
<ul style="list-style-type: none"> □ The student will learn to create a monologue or scene which focuses on strong character objectives. 	<ul style="list-style-type: none"> • Create a monologue • Analyze dramatic elements that create mood. • Identify motives and objectives of a character in a story. • Demonstrate how character motives influence actions and outcomes. • Create dramatic unity.

Standards:

- **CREATE (6.T.CR.)**Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 6.T.CR.1–7)
- **PERFORM (6.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 6.T.P.1–9)
- **RESPOND (6.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 6.T.R.1–7)
- **CONNECT (6.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 6.T.CO.1–3)

Drama Content Objectives	Vocabulary students should use	Lessons (Activities)
<ul style="list-style-type: none"> • I can create a monologue • I can identify motives and objectives of a character in a story. • I can understand and demonstrate how character motives influence their actions and outcomes. 	<p>Script: Story structure, conflict, overall message, dialogue, plot, mood, character motives, tension, objectives.</p> <p>Character: person animal, or object in a story.</p> <p>Dialogue: when characters talk with each other.</p>	<ul style="list-style-type: none"> • Telling Stories through Improvisation • Process Drama Friends Unit • Monologues for Young Men & Women



Drama/ Common Core Language Objectives	Additional Resources
<div style="display: flex; align-items: flex-start;">  <ul style="list-style-type: none"> • The student will research monologues. • The student will individually, create and write a monologue. • The student will perform their one minute monologue for the class. </div>	<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 <div style="text-align: center; margin-top: 20px;">  </div>

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	6th Grade	Quarter 2	DRAMA 2018
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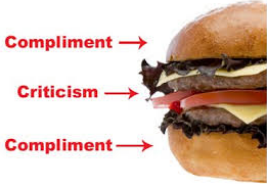
Key Concepts:	Skills:
<ul style="list-style-type: none"> ☐ The student can use ensemble skills to produce dramatically unified, original dramatic performance. 	<ul style="list-style-type: none"> • Mental skills: sensory recall, visualization, emotional range • Voice skills: expressive voice • Body skills: character movement • Ensemble skills: collaboration

Standards:
<ul style="list-style-type: none"> ➤ CREATE (6.T.CR.)Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 6.T.CR.1–7) ➤ PERFORM (6.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 6.T.P.1–9) ➤ RESPOND (6.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 6.T.R.1–7) ➤ CONNECT (6.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 6.T.CO.1–3)

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 create and portray a rich believable character.</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>Emotional range: the ability of an actor experience and portray depth of emotion in a character.</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 • Creative Drama and Improvisation • UEN Theater 6th Grade • Monologues for Young Men & Women
Drama / Common Core Language Objectives		Additional Resources
<ul style="list-style-type: none"> • As a class create an original script or use a published script to collaboratively produce for your parents, school, or community. 		<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) • ARTSEEDGE: 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 3 Elements of Drama - Acting and Design		6 th Grade	Quarter 3	DRAMA 2018
Key Concepts:		Skills:		
<ul style="list-style-type: none"> □ The student uses costumes, props, light and color, and musical sound to enhance a dramatization. The student will learn about scenery 		<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. • Use musical sound to enhance drama. 		
Standards:				
<ul style="list-style-type: none"> ➤ CREATE (6.T.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 6.T.CR.1–7) ➤ PERFORM (6.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 6.T.P.1–9) ➤ RESPOND (6.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 6.T.R.1–7) ➤ CONNECT (6.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 6.T.CO.1–3) 				
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. • I can use musical sounds to make a drama more real. • I can create scenery and use music for a drama. 		<p>Costumes</p> <p>Props: A portable object other than furniture or costumes used on the set of a play or movie.</p> <p>Transformed space</p> <p>Sound effects</p> <p>Light and color: visual sensations to help create mood.</p> <p>Musical sound: melody or sound created by voice or musical instruments used to enhance dramatizations.</p>		<ul style="list-style-type: none"> • Lesson Plans There are many lesson plans available on this site. • Creative Drama and Improvisation • teAchnology • Children’s Drama Skits Suitable for Schools
Drama / Common Core Language Objectives		Scenery		Additional Resources
<ul style="list-style-type: none"> • Write a simple script. Use simple costumes, props, and light to enhance the drama. • Perform drama for a small group. 				<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		6 th Grade	Quarter 4	DRAMA 2018
Key Concepts:		Skills:		
<input type="checkbox"/> The student practices good audience behavior when attending live theater or performances.		<ul style="list-style-type: none"> Identify good audience behaviors. 		
Standards:				
<ul style="list-style-type: none"> ➤ CREATE (6.T.CR.) Students will conceptualize, generate, develop and organize artistic ideas and work. They will complete and refine drama works (Standards 6.T.CR.1–7) ➤ PERFORM (6.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 6.T.P.1–9) ➤ RESPOND (6.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 6.T.R.1–7) ➤ CONNECT (6.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 6.T.CO.1–3) 				
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. Research and compare the roles of theater and film to audience members throughout U.S. history (include musical theatre). 		<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.				