### Key Concepts:

- The student can identify story elements and retell a story about a favorite character.

### Skills:

- Identify story elements of characters, setting and events.
- Retell stories.
- Listen, imagine, pretend, imitate, and cooperate while working well with others.

### Standards:

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

### Drama Content Objectives

- I can listen attentively to an adult tell a story and identify the characters, setting and events.
- I can explore characters, setting and events in several stories.
- I can listen and respond to others.

### Vocabulary students should use

- **Character:** person, animal, or object in a story.
- **Setting:** the place the story happens.
- **Events:** what happens in a story.

### Drama/ Common Core Language Objectives

- Listen to a story and retell the story changing the characters, setting, or events in the story.
- Engage in retelling this changed story through pretending to be the characters and acting out the story.
- **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.

### Story Time Mime

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.

### Additional Resources

- Drama Lesson Plans - BYU
- Drama DVDs & Books available for check out
- Theatre Power Points
- 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.
### Key Concepts:
- The student can prepare and perform in an informal play.

### Skills:
- Listen and respond to others
- Create mental images
- Imitate sounds and movements.
- Speak loud enough for all to hear

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

### Drama Content Objectives

- I can imitate the sound and movements of things.
- I can pretend to be a character in a story.

### Vocabulary students should use

- **Character**: person, animal, or object in a story.
- **Setting**: the place the story happens.
- **Events**: what happens in a story.
- **Imitate**: copy or reproduce voice or movement qualities.

### Lessons (Activities)

**Acting Out a Story**: Kindergarten 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.

### Drama / Common Core Language Objectives

- Listen to a story and retell the story changing the characters, setting, or events in the story.
- Engage in retelling this changed story through pretending to be the characters and acting out the story.
- **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.

### Additional Resources

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### 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

**Elements of Drama - Acting and Design**

## KINDERGARTEN

### Quarter 3

### DRAMA 2018

### Key Concepts:
- The student uses costumes to explore what a character might wear.

### Skills:
- Use a space for pretend play (kitchen, house, hospital)
- Transform a space for a specific setting
- Use costumes to define a character

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

## Drama Content Objectives

- I can pretend play and create a space for it.
- I can pretend to be a character in a story using pantomime and by wearing a costume.

### Vocabulary students should use

- **Character:** person, animal, or object in a story.
- **Setting:** the place the story happens.
- **Events:** what happens in a story.
- **Pantomime:** the telling of a story without words, by means of bodily movements, gestures, and facial expressions.
- **Costumes:** clothing worn in a drama to depict character.

### Drama / Common Core Language Objectives

- In a class discussion, talk about what it was like to pretend to be a character in a story.
- 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.

### Lessons (Activities)

**Pantomime:** 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.

**Costuming:** Once children are able to pantomime, use a box of clothing to explore what a character might wear.

### Additional Resources

- [Drama Lesson Plans - BYU](#)
- [Drama DVDs & Books available for check out](#)
- [Theatre Power Points](#)
- [Drama Notebook (free lessons, or subscription)](#)
- [Art Works 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.
### Key Concepts:

**Standard K.T.R.1:** Demonstrate audience skills of observing attentively and responding appropriately.

### Skills:

- List and practice good audience behaviors.

### Standards:

- **CREATE (K.T.CR.)** Students will conceptualize, generate, develop, and organize artistic ideas and work. They will complete and refine drama works (Standards K.D.CR.1–5).
- **PERFORM (K.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 K.T.P.1–9).
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### Drama Content Objectives

- I can behave appropriately when I am an audience member.

### Vocabulary students should use

- **Character:** person animal, or object in a story.
- **Setting:** the place the story happens.
- **Events:** what happens in a story.
- **Pantomime:** the telling of a story without words, by means of bodily movements, gestures, and facial expressions.
- **Audience:** the act and behaviors of watching others or self in a live or recorded performance.

### Lessons (Activities)

- **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.

### Drama / Common Core Language Objectives

- Watch a live performance.
- Explain your likes and dislike as an audience member of a live performance. Why is it important for members of an audience not to misbehave?
- 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.

### Additional Resources

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- Theatre Power Points
- Drama Notebook (free lessons, or subscription)
- Art Works for Kids (Lesson Plans)
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### Assessment Options:
The student uses the elements of dance to effectively communicate ideas. Have students color in content objectives on their personal Learning Map.