Unit of Study 1 Elements of Drama- Script	5 th Grade	Quarter 1	DRAMA 2013	
 Key Concepts:	Skills:			
The student will learn to create dialogue for various plots. Exploring the underlying reasons why characters act the way they do.	• A	 Create dialogue for various plots. Analyze dramatic elements that create mood. Identify motives and objectives of characters in a story. Demonstrate how character motives influence actions and outcomes. 		
Standards:				
Acting – (Playing) A student will cooperate, imagine and assume roles, Understanding Art Forms – The student will compare, connect, and inc dramatic media, including, film, television, electronic media, and other Drama Content Objectives	corporate art forms by describing ar	d analyzing methods of pres		
 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 identify motives and objectives of characters story. I can understand and demonstrate how character motives influence their actions and outcomes. 	Character: person animal object in a story Dialogue: when characted with each other. Setting: the place the story happens. Events: what happens in Plot structure: sequence loading to a climax and a	• Tell I, or • Pro ers talk • UEN a story. of events esolution where, of a story	ling Stories through Improvisation 7 lesson cess Drama Friends Unit N 5 th grade lesson	

Drama/ Common Core Language Objectives

- 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
- Read about an event in United States history. Construct a dramatization that reveals how the character motivations influence action and outcome.

expressions. Tension: the atmosphere created

by unresolved inharmonious situations. **Mood**: the feel of a piece

Conflict: tension between two or more characters or between action and ideas.

Additional Resources

- Drama Lesson Plans BYU
- **Elementary Arts Core Guidebook**
- 10 Minute Transition for Developing Life Skills
- <u>Drama DVDs & Books</u> available for check out
- **Theatre Power Points**
- Reader's Theater—Ms. Gurian's Glass

Assessment Options:

The student uses the elements of drama to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Grades 3-6 Student Learning Map Drama

Unit of Study 2 Elements of Drama- Acting	5 th Gra	de	Quarter 2	DRAMA	2013
○ 		Skills:			
o— The student can explore various situations through participating in role-plays.		 Mental skills: sensory recall, visualization, emotional range Voice skills: expressive voice Body skills: character movement Ensemble skills: collaboration 			al range
Standards:					

Standards:

- Playmaking (Planning) The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater.
- Acting (Playing) A student will cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations.
- Understanding Art Forms The student will compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including, film, television, electronic media, and other art forms.

Drama Content Objectives

I can play theatre games, activities, or process drama techniques to experience and identify:

- Sensory recall and visualization
- Pitch, tempo and rhythm in expressive voice.
- Expressive movements.
- Emotional interaction and exchange with others.

I can create and portray a rich believable character.

Drama / Common Core Language Objectives

Use U.S. history events with choral readings, reader's theatre, narrative mimes, etc. to apply and practice

- Sensory recall and visualization
- Pitch, tempo and rhythm in expressive voice.
- Expressive movements.
- Emotional interaction and exchange with others.
- Collaboration: planning and playing dramatizations as a team or cast.

Vocabulary students should use

Sensory recall: the ability to remember and almost feel again a particular sensory experience.

Visualization: the formation of a mental image or picture.

Emotional range: the ability of an actor experience and portray depth of emotion in a character.

Expressive voice: using voice qualities of pitch, tempo, and rhythm to enhance sensory experience.

Expressive movement: using qualities of movement to enhance sensory experience.

Tension: the atmosphere created by unresolved inharmonious situations.

Mood: the feel of a piece

Conflict: tension between two or more characters or between action and ideas.



Lessons (Activities)

- Telling Stories through Improvisation 7 lessons
- **Process Drama Friends Unit**
- **Creative Drama and Improvisation**
- UEN 5th grade lesson

Additional Resources

- Drama Lesson Plans BYU
- **Elementary Arts Core Guidebook**
- 10 Minute Transition for Developing Life Skills
- Drama DVDs & Books available for check
- **Theatre Power Points**

Assessment Options:

The student uses the elements of drama to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Grades 3-6 Student Learning Map Drama

Unit of Study 3 Elements of Drama- Acting and Design	5 th Grade		Quarter 3	DRAMA	2013
0 - x Key Concepts:		Skills:	ls:		
0- ★The student uses costumes, props, light and color, and musical sound to enhance a dramatization.		 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:					

	ical sound to enhance drama.					
Standards:						
 Playmaking – (Planning) The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater. Acting – (Playing) A student will cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations. Understanding Art Forms – The student will compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and dramatic media, including, film, television, electronic media, and other art forms. 						
Drama Content Objectives	Vocabulary students should use	Lessons (Activities)				
 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. 	Costumes: clothing worn in a drama to depict character Props: A portable object other than furniture or costumes used on the set of a play or movie. Transformed space Sound effects Light and color: visual sensations to help create mood. Musical sound: melody or sound created by voice or musical instruments used to enhance dramatizations.	 Lesson Plans There are many lesson plans available on this site. Creative Drama and Improvisation UEN 5th grade lesson teAchnology 				
Drama / Common Core Language Objectives	9	Additional Resources				
 Create a drama based on a short story or poem. Use simple costumes, props, and light to enhance the drama. Add music to the drama. 		 <u>Drama Lesson Plans - BYU</u> <u>Elementary Arts Core Guidebook</u> <u>10 Minute Transition for Developing Life Skills</u> <u>Drama DVDs & Books available for check out</u> 				

- <u>Drama DVDs & Books</u> available for check out
- **Theatre Power Points**

Assessment Options:

The student uses the elements of drama to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map Grades 3-6 Student Learning Map Drama

Unit of Study 4 Elements of Drama- Audience	5 th Gra	ade	Quarter 4	DRAMA	2013
○ ** Key Concepts:		Skills:			
			 Identify good audience behaviors. 		
○ The student practices good audience behavior when attending live					
theater or performances.					
Standards:					
 Playmaking – (Planning) The student will plan and improvise plays based on personal experience and heritage, imagination, literature, and history for informal and formal theater. Acting – (Playing) A student will cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations. 					

A	Acting – (Playing) A student will cooperate, imagine and assume roles, explore personal preferences and meanings, and interact in classroom dramatizations. Understanding Art Forms – The student will compare, connect, and incorporate art forms by describing and analyzing methods of presentation and audience response for theater and					
	dramatic media, including, film, television, electronic media, and other art Drama Content Objectives	Vocabulary students should use	Lessons (Activities)			
	 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. 	Audience: the act and behaviors of watching others or self in a live or recorded performance. Critique: A critical review or commentary, especially one dealing with works of art or literature. A critical discussion of a specified topic.	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. • UEN 5 th grade lesson			
	Drama / Common Core Language Objectives	Compliment \	Additional Resources			
•	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).	Compliment → Criticism → Compliment →	 <u>Drama Lesson Plans - BYU</u> <u>Elementary Arts Core Guidebook</u> <u>10 Minute Transition for Developing Life Skills</u> <u>Drama DVDs & Books</u> available for check out <u>Theatre Power Points</u> 			

Assessment Options:

The student uses the elements of drama to effectively communicate ideas. Make individual copies of the Spiral Learning Map. Have students color in content objectives on their personal Learning Map <u>Grades 3-6 Student Learning Map Drama</u>