

## Section: Drama - Sixth Grade

**Rationale:** Adolescents develop concepts about themselves, human relationships, and the environment by participating in the dramatic arts. Students of dramatic literature sharpen critical thinking skills by exploring the motivations of characters' actions, analyzing emotional responses to situations, and interpreting playwrights' intents.

**Course Description:** This course offers students an opportunity to explore and develop a solid foundation of acting skills and techniques, including improvisation, play reading and discussion, monologues, and group acting scenes.

**Strand I:** History

**Content:** Use theatrical history to support artistic choices in dramatizations.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify ways in which theatre reveals universal concepts. (i.e. conflict, theme)			

**Content:** Know how to analyze the emotional and social impact of dramatic events in their lives, in the community and in other cultures.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify the impact of the arts in daily life as a performer, as an observer, and as a practitioner.			

**Content:** Know how social concepts (ie cooperation, communication, collaboration, consensus, self-esteem) apply in theatre and daily life.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Recognize the relationship between ritual and performance (the universal nature of theatre in human activities).			

**Strand II: Criticism**

**Content:** Recognize the effect that the use of different artistic media has on theme.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Recognize the essential differences between artistic media types.			
Be able to use other artistic types to enhance performance.			

**Content:** Use established criteria to justify response to performance.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Transfer knowledge to other types of media.			

**Content:** Use knowledge of how intended audience affects performance to improve artistic product.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Recognize types of specific audiences (i.e. contest, children's theatre, high school students, community groups).			
Select dramatic text based on appropriateness to a given audience.			
Demonstrate knowledge of appropriate style of performance for chosen audience.			

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Adapt performances as needed in response to audience reaction.			
Demonstrate sensitivity to audience members while still maintaining artistic integrity.			

**Strand III:** Aesthetic

**Content:** Recognize the impact of artistic concepts in formal and informal presentations.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Recognize how different concepts impact the way the audience perceives the play.			
Use study guides, programs, reviews, and other elements to gain knowledge of a performance.			

**Strand IV:** Performance

**Content:** Use textual analysis to interpret selection as a whole (play vs. individual character)

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify physical elements of a script (i.e. acts, scenes, dialogue, stage direction, character direction)			
Use textual clues to determine staging requirements and options (i.e. props, flats, furniture, platforms)			

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Analyze plot (relative importance of events within the script and how those events join together (ie exposition, climax, denouement, main plot, subplots) and use to clarify presentations.			
FA 1 Use textual support to create an image of the environment of the script (physical setting, time period, economic condition, locale), and determine how that physical environment affects the evolution of the play.			

**Content:** Use Textual analysis to aid in characterization techniques.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify motivations of characters (through lines and intentions) and incorporate into formal and informal presentations.			
FA 1 Relate plot events to the development of conflict(s) present in the plot.			

**Content:** Create original interpretations of literature into formal and information presentations.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Read aloud for understanding and clarity.			
Distinguish between different types of performance (i.e. oral interpretation, acting, pantomime, storytelling)			
Develop and tell a story utilizing narrative storytelling techniques.			
Understand the role of the narrator in interpretive and narrative forms			
Tell a story through the use of movement alone.			

**Content:** Incorporate non-dramatic art forms into formal and informal presentations.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify desired mood and tone of a performance piece.			
Identify mood and tone of non-dramatic art forms (i.e. music, color, space, balance) as they affect an audience's reception of a performance piece.			
Incorporate non-dramatic art forms to support mood of formal and informal presentations.			

**Content:** Demonstrate appreciation for the ensemble nature of group performance.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Recognize the importance of each role to the entire production.			

**Content:** Demonstrate knowledge of and appreciation for theatrical conventions.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Identify stage directions and use to support performance choices.			
Demonstrate ability to project material to audience without appearing forced.			
Memorize and deliver lines accurately.			
Develop appropriate stage business for scene.			
Demonstrate ability to share stage with other actors.			

**Content:** Show physical preparation for performance.

Measurable Learner Objectives:

<b>Recall</b> Level 1 <b>(Basic Knowledge)</b>	<b>Application</b> Level 2 <b>(Skills)</b>	<b>Strategic Thinking</b> Level 3 <b>(Reasoning)</b>	<b>Extended Thinking</b> Level 4 <b>(Products/Performance)</b>
Develop ability to release personal tension and take on character.			
Understand and use inflection in performance.			
Demonstrate the ability to alter the voice as appropriate to portrayal (i.e. timbre, dialect, rate)			
Practice good articulation.			
Use pronunciation to aid in appropriate portrayal of a character.			