

## FLOYD COUNTY SCHOOLS' CURRICULUM RESOURCES

# "Building a Better Future for Every Child - Every Day!" Summer 2014

Subject Conter	it: Drama	Grade K-5
	Indicates the Curriculum Map	

Note: Based on program review, the performance unit needs to be started at the beginning of the year working toward a performance at the end of each semester. The units prior to that are taught in sequence but also need to be taught as needed based on the performance.

Weeks 1 – 3	Weeks 4 – 6
Unit/Topic	Unit/Topic
Purposes of Drama	Elements of Drama
(Sharing the human experience, Passing on tradition & culture, Recreational,	
Artistic expression)	
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-EP-3.3.1: Students will experience dramatic works created for a	AH-EP-1.3.1: Students will observe dramatic productions and describe literary
variety of purposes.	elements, technical elements and/or performance elements
AH-04-3.3.1: Students will identify how drama/theatre fulfills a variety of	using drama/theatre terminology.
purposes.	AH-EP-1.3.3: Students will identify a variety of creative dramatics
AH-05-3.3.1: Students will describe or explain how drama/theatre fulfills a	(improvisation, mimicry, pantomime, role playing and storytelling).
variety of purposes.  DOK 2	AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.
DOK 2	
Purposes of drama/theatre: (different roles of drama)	AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a
Sharing the human experience - to express or communicate emotion,	classroom dramatization.
feelings, ideas, information through dramatic works (e.g., storytelling,	AH-04-1.3.3: Students will identify and describe a variety of creative dramatics
role playing, narrative works)	(improvisation, mimicry, pantomime, role playing and storytelling).
Passing on tradition and culture - to express or communicate	AH-05-1.3.1: Students will analyze or explain the use of elements of drama in
feelings, ideas, information (e.g., narrative, storytelling, folktales,	dramatic works.
myths and legends)	AH-05-1.3.2: Students will identify, describe or explain relationships among
Recreational drama for entertainment (e.g., drama/theatre as a hobby)	characters and settings as related to a script, a scenario or a
Artistic expression - drama created with the intent to express or	classroom dramatization.
communicate emotion, feelings, ideas, information (e.g., dramatic	AH-05-1.3.3: Students will identify and describe a variety of creative dramatics
works created and performed by actors in a theatrical setting for an	(improvisation, mimicry, pantomime, role playing and storytelling).
audience)	
Common Core Standards	Common Core Standards
Primary Primar	Primary
A.AH-P-PCA-U: Enduring Knowledge – Understandings Students will	A.AH-P-SA-U: Enduring Knowledge –

understand that:

AH-P-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-P-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure. AH-P-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

D.AH-P-PCA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-P-PCA-S-DT1: begin to develop an awareness of the purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)

AH-P-PCA-S-DT2: observe and perform dramatic works created to fulfill a variety of specific purposes

## Fourth Grade

A.AH-4-PCA-U: Enduring Knowledge – Understandings Students will understand that:

AH-4-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-4-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits, or leisure. AH-4-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

D.AH-4-PCA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-4-PCA-S-DT1: identify purposes for which dramatic works are created (e.g., sharing the human experience, passing on tradition and culture, recreational, artistic expression)

AH-4-PCA-S-DT2: observe and perform dramatic works created to fulfill a variety of specific purposes

### Fifth Grade

A.AH-5-PCA-U: Enduring Knowledge – Understandings Students will understand that:

AH-5-PCA-U-1: the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).

AH-5-PCA-U-2: the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, avocational pursuits or leisure. AH-5-PCA-U-3: the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.

D.AH-5-PCA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-5-PCA-S-DT1: describe and compare multiple purposes for which dramatic works are created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)

Understandings Students will understand that:

AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.

AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-P-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

## Fourth Grade

A.AH-4-SA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

#### Fifth Grade

A.AH-5-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-5-SA-U-4: existing and emerging technologies can inspire new applications

	or write new, observe, choos	se and perform dramatic	of structural components.			
works to fulfill a variety of specific purposes				d Concepts – Drama/Theat		
				and compare elements of d	rama (literary, technical,	
			performance) using drama			
				lements of drama in creating	g and performing	
			dramatic works independen			
				describe and apply creative		
				playing and story telling) in		
				and explain characters, rela		
			characters and settings as related to a script, a scenario, or classroom			
			3.1.3.1.1.3.1.2.3.3.3.1.	dramatization AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic		
				•	e.g., theater and dramatic	
			media – film, television, ele	ectronic media)	DOK 3	
					DOK 3	
			Elements of drama:			
				Story line (plot) Character S	Story organization	
			<u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict			
			(2099,,,		,	
	CURRICULUM			CURRICULUM		
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Identify	Identify	Identify	Identify	Identify	Identify	
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	
•		•		·		
			Literary Elements	Literary Elements	Literary Elements	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	

K-3: I can identify and

elements in a variety of

K-5: I can appropriately

perform a monologue

4-5: I can identify and

explain literary elements

4-5: I can create a script

describe literary

drama/theatre.

and dialogue.

in a variety of

drama/theatre.

K-3: I can identify and

elements in a variety of

K-5: I can appropriately

perform a monologue

4-5: I can identify and

explain literary elements

4-5: I can create a script

describe literary

drama/theatre.

and dialogue.

in a variety of

drama/theatre.

K-5: I can identify the

purposes of drama.

K-5: I can identify the

purposes of drama.

K-5: I can identify the

purposes of drama.

K-3: I can identify and

elements in a variety of

K-5: I can appropriately

perform a monologue

4-5: I can identify and

explain literary elements

4-5: I can create a script

describe literary

drama/theatre.

and dialogue.

in a variety of

drama/theatre.

Critical Vocabulary  Storytelling Role playing Narrative work Culture Folktales Myths Legends Recreational Artistic Expression	Critical Vocabulary  Storytelling Role playing Narrative work Culture Folktales Myths Legends Recreational Artistic Expression	Critical Vocabulary  Storytelling Role playing Narrative work Culture Folktales Myths Legends Recreational Artistic Expression	that that utilizes appropriate literary elements.  Critical Vocabulary  Literary elements Script Story Line (plot) Character Story organization Setting Dialogue Monologue Conflict	that that utilizes appropriate literary elements.  Critical Vocabulary  Literary elements Script Story Line (plot) Character Story organization Setting Dialogue Monologue Conflict	that that utilizes appropriate literary elements.  Critical Vocabulary  Literary elements Script Story Line (plot) Character Story organization Setting Dialogue Monologue Conflict
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Watch a variety of dramatic performances and classify them according to purpose. Create a dramatic performance for each of the purposes.	Watch a variety of dramatic performances and classify them according to purpose. Create a dramatic performance for each of the purposes.	Watch a variety of dramatic performances and classify them according to purpose. Create a dramatic performance for each of the purposes.	Watch a variety of dramatic performances and identify/describe the literary elements. Perform a monologue and a dialogue. Create and perform a script to demonstrate the literary elements.	Watch a variety of dramatic performances and identify/describe the literary elements. Perform a monologue and a dialogue. Create and perform a script to demonstrate the literary elements.	Watch a variety of dramatic performances and identify/describe the literary elements. Perform a monologue and a dialogue. Create and perform a script to demonstrate the literary elements.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and

observers.	observers.	observers.	observers.	observers.	observers.
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based					
(Student demonstrates specific skills)					
Written/aural – multiple					
choice, constructed					
response, open					
response	response	response	response	response	response
Common (PLC Teams					
will design the common					
assessments, i.e., grade level, and/or depts)					
level, allu/of depts	level, allu/of depts	level, allu/ol depts)	level, allu/ol depts)	level, allu/ol depts)	level, allu/ol depts
Resources Needed					
Monologue books					
Internet sites					
Myths and Legends from					
other cultures.					
http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.
com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co
m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm
http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t
heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm
KET Arts Toolkit					
http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto
okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/
Videos	Videos	Videos	Videos	Videos	Videos
	Eva Media Elementary				

Eva Media Elementary	Humanities Books	Humanities Books	Humanities Books	Humanities Books	Humanities Books
Humanities Books					
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Compare/contrast the live	Compare/contrast the live	Compare/contrast the live	Analyze the drama we have	Analyze the drama we have	Analyze the drama we have
performance to the exemplar	performance to the exemplar	performance to the exemplar	been doing in class, explaining	been doing in class, explaining	been doing in class, explaining
performance example	performance example	performance example	how two elements of drama	how two elements of drama	how two elements of drama
observed in the classroom	observed in the classroom	observed in the classroom	are utilized.	are utilized.	are utilized.
setting.	setting.	setting.			

	Weeks 7-9	Weeks 10-12
	Unit/Topic	Unit/Topic
	Elements of Drama	Elements of Drama
elius Al (ir Al ch cla Al (ir Al ch cla ch cla ch ch	H-EP-1.3.1: Students will observe dramatic productions and describe literary ements, technical elements and/or performance elements sing drama/theatre terminology. H-EP-1.3.3: Students will identify a variety of creative dramatics improvisation, mimicry, pantomime, role playing and storytelling). H-04-1.3.1: Students will identify or describe elements of drama in dramatic orks. H-04-1.3.2: Students will identify, describe or explain relationships among naracters and settings as related to a script, a scenario or a assroom dramatization. H-04-1.3.3: Students will identify and describe a variety of creative dramatics improvisation, mimicry, pantomime, role playing and storytelling). H-05-1.3.1: Students will analyze or explain the use of elements of drama in amatic works. H-05-1.3.2: Students will identify, describe or explain relationships among naracters and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings as related to a script, a scenario or a describe and settings and script and describe and des	CORE CONTENT 4.1  AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.  AH-EP-1.3.3: Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).  AH-04-1.3.1: Students will identify or describe elements of drama in dramatic works.  AH-04-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.  AH-04-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).  AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.  AH-05-1.3.2: Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.
Al	H-05-1.3.3: Students will identify and describe a variety of creative dramatics mprovisation, mimicry, pantomime, role playing and storytelling).	AH-05-1.3.3: Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).
	Common Core Standards	Common Core Standards
A. U Al ap Al or Al of D. Al te	AH-P-SA-U: Enduring Knowledge – Inderstandings Students will understand that: H-P-SA-U-1: the elements of music, dance, and drama are intentionally oplied in creating and performing. H-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. H-P-SA-U-4: existing and emerging technologies can inspire new applications is structural components. AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will: H-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, chnical, performance) using drama/theatre terminology H-P-SA-S-DT2: use the elements of drama in creating and performing ramatic works independently and with others	Primary A.AH-P-SA-U: Enduring Knowledge — Understandings Students will understand that: AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing. AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications of structural components. D.AH-P-SA-S-DT: Skills and Concepts — Drama/Theatre Students will: AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology AH-P-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

## Fourth Grade

A.AH-4-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

## Fifth Grade

dramatization

A.AH-5-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom

AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

## Fourth Grade

A.AH-4-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

## Fifth Grade

A.AH-5-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic

media – film, television, el	lectronic media)	DOK 3	media – film, television, el	ectronic media)	DOK 3
Elements of drama: <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up			Speaking – vocal express	oving help to create charactersion, projection, speaking style jestures, facial expression, mo	s) e, diction
	CURRICULUM			CURRICULUM	
Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
			Identify	Identify	Identify
Identify	Identify	Identify	•	•	•
Sub-Topics Technical Elements	Sub-Topics Technical Elements	Sub-Topics Technical Elements	Sub-Topics Performance Elements	Sub-Topics Performance Elements	Sub-Topics Performance Elements
Technical Elements	reclinical Liements	Technical Elements	renormance Liements	renormance Liements	renormance Liements
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
K-3: I can identify	K-3: I can identify	K-3: I can identify	K-1: I can use vocal		K-1: I can use vocal
scenery and props on a	scenery and props on a	scenery and props on a	expression and gestures	K-1: I can use vocal	expression and gestures
stage.	stage.	stage.	appropriately when	expression and gestures	appropriately when
4-5: I can create and	4-5: I can create and	4-5: I can create and	performing a character.	appropriately when	performing a character.

explain a set that includes all the technical elements.	explain a set that includes all the technical elements.	explain a set that includes all the technical elements.	2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and nonverbal expressions).	performing a character. 2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and nonverbal expressions).	2-3: I can use vocal expression, projection, gestures and facial expressions appropriately when performing a character. 4-5: I can create and perform a character in a play or story using appropriate performance elements (speaking and nonverbal expressions).
Critical Vocabulary  Technical elements Scenery Set Costumes Props Sound and Music Make-up	Critical Vocabulary  Technical elements Scenery Set Costumes Props Sound and Music Make-up	Critical Vocabulary  Technical elements Scenery Set Costumes Props Sound and Music Make-up	Critical Vocabulary  Performance elements	Critical Vocabulary  Performance elements	Critical Vocabulary  Performance elements
Suggested Strategies/Activities Students will perform simple monologues and dialogue incorporating all elements of drama	Suggested Strategies/Activities Students will perform simple monologues and dialogue incorporating all elements of drama	Suggested Strategies/Activities Students will perform simple monologues and dialogue incorporating all elements of drama	Suggested Strategies/Activities Perform monologues and dialogues that demonstrate the appropriate	Suggested Strategies/Activities Perform monologues and dialogues that demonstrate the appropriate	Suggested Strategies/Activities Perform monologues and dialogues that demonstrate the appropriate

per grade level.	per grade level.	per grade level.	performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Veteran's Day program – Preparation for the performance would be formative with a written/oral critique by performers and observers.
Summative	Summative	Summative	Summative	Summative	Summative
School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
will design the common	will design the common	will design the common			
assessments, i.e., grade level, and/or depts)	assessments, i.e., grade level, and/or depts)	assessments, i.e., grade level, and/or depts)			
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Monologue books	Monologue books	Monologue books	Monologue books	Monologue books	Monologue books
Internet sites	Internet sites	Internet sites	Internet sites	Internet sites	Internet sites

| Myths and Legends from other cultures. http://www.theaterwords. |
|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|-----------------------------------------------------------------|
| com/scenes.html                                                 | com/scenes.html                                                 | com/scenes.html                                                 | com/scenes.html                                                 | com/scenes.html                                                 | com/scenes.html                                                 |
| http://drama.eserver.org/                                       | http://drama.eserver.org/                                       | http://drama.eserver.org/                                       | http://drama.eserver.org/                                       | http://drama.eserver.org/                                       | http://drama.eserver.org/                                       |
| http://www.kmrscripts.co                                        | http://www.kmrscripts.co                                        | http://www.kmrscripts.co                                        | http://www.kmrscripts.co                                        | http://www.kmrscripts.co                                        | http://www.kmrscripts.co                                        |
| m/scenes/index.htm                                              | m/scenes/index.htm                                              | m/scenes/index.htm                                              | m/scenes/index.htm                                              | m/scenes/index.htm                                              | m/scenes/index.htm                                              |
| http://www.iisd1.org/hs_t                                       | http://www.iisd1.org/hs_t                                       | http://www.iisd1.org/hs_t                                       | http://www.iisd1.org/hs_t                                       | http://www.iisd1.org/hs_t                                       | http://www.iisd1.org/hs_t                                       |
| heatre/monologues.htm                                           | heatre/monologues.htm                                           | heatre/monologues.htm                                           | heatre/monologues.htm                                           | heatre/monologues.htm                                           | heatre/monologues.htm                                           |
| KET Arts Toolkit                                                |
http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto
okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/
Videos	Videos	Videos	Videos	Videos	Videos
Eva Media Elementary					
Humanities Books					
Higher Order Questions					
Analyze the drama we have					
been doing in class, explaining					
how two elements of drama					
are utilized.					

Weeks 13-15	Weeks 16-18
Unit/Topic	Unit/Topic
Elements of Drama	Performance Event
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-EP-1.3.1: Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements	ALLED 4.2.4. Objects will a sefere in description of the time annuals
using drama/theatre terminology.	AH-EP-4.3.1: Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements.
AH-EP-1.3.3: Students will identify a variety of creative dramatics	AH-04-4.3.1: Students will create and perform using elements of drama.
(improvisation, mimicry, pantomime, role playing and storytelling).	(Literary, Technical, Performance)
AH-04-1.3.1: Students will identify or describe elements of drama in dramatic	AH-04-4.3.2: Students will improvise to tell stories that show action and have a
works. AH-04-1.3.2: Students will identify, describe or explain relationships among	clear beginning, middle and end. (Literary elements)
characters and settings as related to a script, a scenario or a	AH-05-4.3.1: Students will create and perform using elements of drama. (Literary, Technical, Performance)
classroom dramatization.	AH-05-4.3.2: Students will improvise to tell stories that show action and have a
AH-04-1.3.3: Students will identify and describe a variety of creative dramatics	clear beginning, middle and end. (Literary elements)
(improvisation, mimicry, pantomime, role playing and storytelling).	
AH-05-1.3.1: Students will analyze or explain the use of elements of drama in dramatic works.	Common Core Standards
AH-05-1.3.2: Students will identify, describe or explain relationships among	Primary Primar
characters and settings as related to a script, a scenario or a	A.AH-P-PA-U: Enduring Knowledge –
classroom dramatization.	Understandings Students will understand that: AH-P-PA-U-1: there are three distinct processes for involvement in the arts;
AH-05-1.3.3: Students will identify and describe a variety of creative dramatics	creating new artworks, performing works previously created and
(improvisation, mimicry, pantomime, role playing and storytelling).	responding to artworks and performances.
Common Core Standards	AH-P-PA-U-2: full understanding and appreciation of the arts requires some
	degree of involvement in all three processes.
Primary A.AH-P-SA-U: Enduring Knowledge –	AH-P-PA-U-3: openness, respect for work and an understanding of how artists apply elements and principles of design in creating and performing
Understandings Students will understand that:	are personal attitudes and skills that enhance enjoyment of the observer.
AH-P-SA-U-1: the elements of music, dance, and drama are intentionally	AH-P-PA-U-4: existing and emerging technologies can extend the reach of the
applied in creating and performing.	art form to new audiences.
AH-P-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the orto	D.AH-P-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:
g of elements, principles and structures appropriate to each area of the arts. AH-P-SA-U-4: existing and emerging technologies can inspire new applications	AH-P-PA-S-DT1: be actively involved in creating and performing dramatic works
of structural components.	AH-P-PA-S-DT2: begin to learn how to use knowledge of the elements of
D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:	drama and drama terminology to describe and critique their own
AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary,	performances and the performances of others
technical, performance) using drama/theatre terminology	AH-P-PA-S-DT3: identify possible criteria for evaluating dramatic works
AH-P-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others	(e.g., skill of performers, originality, emotional impact, variety, interest)
dramatic works independently and with others	AH-P-PA-S-DT4: demonstrate behavior appropriate for observing the particular

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

## Fourth Grade

A.AH-4-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applie d in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understandin g of elements, principles, and structures appropriate to each area of the arts. AH-4-SA-U-4: existing and emerging technologies can inspire new applications

of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation , mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

## Fifth Grade

A.AH-5-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applie d in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts. AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation , mimicry, pantomime, role playing and story telling) in a variety of situations AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

AH-5-SA-S-DT5: explore a variety of dramatic works (e.g., theater and dramatic

context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

## **Fourth Grade**

A.AH-4-PA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.

AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-4-PA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-4-PA-S-DT1: be actively involved in creating and performing dramatic works

AH-4-PA-S-DT2: use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-DT3: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest) AH-4-PA-S-DT4: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

#### Fifth Grade

A.AH-5-PA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.

AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-5-PA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-5-PA-S-DT1: be actively involved in creating, improvising and performing dramatic works using elements of drama (Literary, Technical,

media – film, television, electronic media)			Performance)		
DOK 3			AH-5-PA-S-DT2: use a variety of resources (e.g., research, peers, technology)		
			to write, refine, and record dialogue and action		
Elements of drama:			AH-5-PA-S-DT3: use knowledge of the elements of drama and drama		
Performance elements:			terminology to describe an	d critique their own perforn	nances and the
Acting (how speaking in	noving help to create charact	tore)	performances of others	annible suiteuis feu evalveti	
	ssion, projection, speaking s		AH-5-PA-S-DT4: identify p (e.g., skill of performers, or		
	gestures, facial expression,		technical requirements: light		
			AH-5-PA-S-DT5: demonstr		
			context and style of drama		
			opinions with peers in a su		
	CURRICULUM			CURRICULUM	
Week 13	Week 14	Week 15	Week 16	Week 17	Week 18
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Performance Elements	Performance Elements	Performance Elements			
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
K-1: I can use vocal	K-1: I can use vocal	K-1: I can use vocal	K-5: I can create and	K-5: I can create and	K-5: I can create and
expression and	expression and	expression and gestures	perform using	perform using	perform using
gestures appropriately	gestures appropriately	appropriately when	appropriate elements of	appropriate elements	appropriate elements
when performing a	when performing a	performing a character.	drama (literary,	of drama (literary,	of drama (literary,
character.	character.	2-3: I can use vocal	technical, and	technical, and	technical, and
	2-3: I can use vocal			•	
2-3: I can use vocal		expression, projection,	performance).	performance).	performance).
expression, projection,	expression, projection,	gestures and facial	K-5: I can improvise to	K-5: I can improvise to	K-5: I can improvise to
gestures and facial	gestures and facial	expressions appropriately	tell stories.	tell stories.	tell stories.
expressions	expressions	when performing a	K-5: I can critique a	K-5: I can critique a	K-5: I can critique a
appropriately when	appropriately when	character.	performance using	performance using	performance using
performing a	performing a	4-5: I can create and	appropriate elements of	appropriate elements	appropriate elements
character.	character.	perform a character in a	drama.	of drama.	of drama.
4-5: I can create and	4-5: I can create and	play or story using			
perform a character in perform a character in appropriate performance					
a play or story using	a play or story using	elements (speaking and			
appropriate	appropriate	nonverbal expressions).			
performance elements	performance elements				
(speaking and	(speaking and				

nonverbal expressions).  Critical Vocabulary  Performance elements     Acting     Character     Vocal expression     Projection     Speaking style     Diction     Nonverbal expression     Gestures     Facial expression     Movement	nonverbal expressions).  Critical Vocabulary  Performance elements     Acting     Character     Vocal expression     Projection     Speaking style     Diction     Nonverbal expression     Gestures     Facial expression     Movement	Critical Vocabulary  Performance elements     Acting     Character     Vocal expression     Projection     Speaking style     Diction     Nonverbal expression     Gestures     Facial expression     Movement	Critical Vocabulary  Literary elements Technical elements Performance elements Improvise	Critical Vocabulary  Literary elements Technical elements Performance elements Improvise	Critical Vocabulary  Literary elements Technical elements Performance elements Improvise
Strategies/Activities Perform monologues and dialogues that demonstrate the appropriate performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	Strategies/Activities Perform monologues and dialogues that demonstrate the appropriate performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	Strategies/Activities Perform monologues and dialogues that demonstrate the appropriate performance elements. Create and perform a character demonstrating appropriate performance elements. Audition for and perform a character in a play demonstrating appropriate performance elements.	Strategies/Activities Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.	Strategies/Activities Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.	Strategies/Activities Participate in a play using appropriate elements of drama. Improvise (perform) an action story that has a clear beginning, middle and end. Perform a drama from the following cultures (Native American, West African/African American, Early American and Folk). Critique a drama from the cultures above.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative

Christmas program –	Christmas program –	Christmas program –	Juried events (KMEA Solo &	Juried events (KMEA Solo &	Juried events (KMEA Solo &
Preparation for the	Preparation for the	Preparation for the	ensemble, all county art, etc.)	ensemble, all county art,	ensemble, all county art, etc.)
performance would be	performance would be	performance would be	– Preparation for the	etc.) – Preparation for the	– Preparation for the
formative with a	formative with a	formative with a written/oral	performance would be	performance would be	performance would be
written/oral critique by	written/oral critique by	critique by performers and	formative with a written/oral	formative with a	formative with a written/oral
performers and observers.	performers and observers.	observers.	critique by performers and observers.	written/oral critique by performers and observers.	critique by performers and observers.
			observers.	performers and observers.	observers.
Summative	Summative	Summative			
Veteran's Day program –	Veteran's Day program –	Veteran's Day program –	Summative	Summative	Summative
Performance would be	Performance would be	Performance would be			
summative with a	summative with a	summative with a written/oral	Christmas program –	Christmas program –	Christmas program –
written/oral critique by	written/oral critique by	critique by performers and	Performance would be	Performance would be	Performance would be
performers and observers.	performers and observers.	observers.	summative with a written/oral	summative with a	summative with a
			critique by performers and	written/oral critique by	written/oral critique by
			observers.	performers and observers.	performers and observers.
Common (PLC Teams	Common (PLC Teams	Common (PLC Teams will	(5) 6 =	(5) 6 =	(5) 6 -
will design the	will design the	design the common	Common (PLC Teams	Common (PLC Teams	Common (PLC Teams
common assessments,	common assessments,	assessments, i.e., grade	will design the common	will design the	will design the common
i.e., grade level,	i.e., grade level,	level, and/or depts)	assessments, i.e., grade	common assessments,	assessments, i.e., grade
and/or depts)	and/or depts)		level, and/or depts)	i.e., grade level,	level, and/or depts)
				and/or depts)	
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Monologue books	Monologue books	Monologue books	Monologue books	Monologue books	Monologue books
Internet sites	Internet sites	Internet sites	Internet sites	Internet sites	Internet sites
Myths and Legends					
	Myths and Legends	Myths and Legends from	Myths and Legends from	Myths and Legends	Myths and Legends
from other cultures.	from other cultures.	Myths and Legends from other cultures.	Myths and Legends from other cultures.	Myths and Legends from other cultures.	Myths and Legends from other cultures.
from other cultures. <a href="http://www.theaterword">http://www.theaterword</a>		_			
	from other cultures.	other cultures.	other cultures.	from other cultures.	from other cultures.
http://www.theaterword s.com/scenes.html	from other cultures. http://www.theaterword s.com/scenes.html	other cultures. http://www.theaterwords.c om/scenes.html	other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>	from other cultures. http://www.theaterword s.com/scenes.html	from other cultures. http://www.theaterwords. com/scenes.html
http://www.theaterword s.com/scenes.html http://drama.eserver.or	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or	other cultures. http://www.theaterwords.c	other cultures. <a href="http://www.theaterwords.">http://www.theaterwords.</a>	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or	from other cultures.  http://www.theaterwords.
http://www.theaterword s.com/scenes.html	from other cultures. http://www.theaterword s.com/scenes.html	other cultures. http://www.theaterwords.c om/scenes.html	other cultures. <a href="http://www.theaterwords.com/scenes.html">http://www.theaterwords.com/scenes.html</a>	from other cultures. http://www.theaterword s.com/scenes.html	from other cultures. http://www.theaterwords. com/scenes.html
http://www.theaterword s.com/scenes.html  http://drama.eserver.or g/ http://www.kmrscripts.c	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or g/ http://www.kmrscripts.c	other cultures. http://www.theaterwords.c om/scenes.html http://drama.eserver.org/	other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or	from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/
http://www.theaterword s.com/scenes.html http://drama.eserver.or g/	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or g/	other cultures. http://www.theaterwords.c om/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com /scenes/index.htm	other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or g/	from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm
http://www.theaterword s.com/scenes.html http://drama.eserver.or g/ http://www.kmrscripts.c om/scenes/index.htm	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or g/ http://www.kmrscripts.c om/scenes/index.htm	other cultures. http://www.theaterwords.c om/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com /scenes/index.htm http://www.iisd1.org/hs_th	other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or g/ http://www.kmrscripts.c om/scenes/index.htm	from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm http://www.iisd1.org/hs_t
http://www.theaterword s.com/scenes.html  http://drama.eserver.or g/ http://www.kmrscripts.c	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or g/ http://www.kmrscripts.c	other cultures. http://www.theaterwords.c om/scenes.html http://drama.eserver.org/ http://www.kmrscripts.com /scenes/index.htm	other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm	from other cultures. http://www.theaterword s.com/scenes.html http://drama.eserver.or g/ http://www.kmrscripts.c	from other cultures. http://www.theaterwords. com/scenes.html http://drama.eserver.org/ http://www.kmrscripts.co m/scenes/index.htm
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KET Arts Toolkit http://www.ket.org/artst ookit/drama/ Videos Eva Media Elementary Humanities Books	KET Arts Toolkit http://www.ket.org/artst ookit/drama/ Videos Eva Media Elementary Humanities Books	Videos Eva Media Elementary Humanities Books	Videos Eva Media Elementary Humanities Books	KET Arts Toolkit http://www.ket.org/artst ookit/drama/ Videos Eva Media Elementary Humanities Books	Videos Eva Media Elementary Humanities Books
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.	Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.	Analyze the drama we have been doing in class, explaining how two elements of drama are utilized.	Evaluate the drama we have been doing in class using an oral or written peer review critique.	Evaluate the drama we have been doing in class using an oral or written peer review critique.	Evaluate the drama we have been doing in class using an oral or written peer review critique.

	Weeks 19-21	Weeks 22-24
	Unit/Topic	Unit/Topic
	Characters/Setting	Creative Dramatics
	CORE CONTENT 4.1	CORE CONTENT 4.1
	AH-EP-1.3.1: Students will observe dramatic productions and describe literary	AH-EP-1.3.1: Students will observe dramatic productions and describe literary
	elements, technical elements and/or performance elements using drama/theatre terminology.	elements, technical elements and/or performance elements using drama/theatre terminology.
	AH-EP-1.3.3: Students will identify a variety of creative dramatics	AH-EP-1.3.3: Students will identify a variety of creative dramatics
	(improvisation, mimicry, pantomime, role playing and storytelling).	(improvisation, mimicry, pantomime, role playing and storytelling).
	AH-04-1.3.1: Students will identify or describe elements of drama in dramatic	AH-04-1.3.1: Students will identify or describe elements of drama in dramatic
	works.	works.
	AH-04-1.3.2: Students will identify, describe or explain relationships among	AH-04-1.3.2: Students will identify, describe or explain relationships among
	characters and settings as related to a script, a scenario or a classroom dramatization.	characters and settings as related to a script, a scenario or a classroom dramatization.
	AH-04-1.3.3: Students will identify and describe a variety of creative dramatics	AH-04-1.3.3: Students will identify and describe a variety of creative dramatics
	(improvisation, mimicry, pantomime, role playing and storytelling).	(improvisation, mimicry, pantomime, role playing and storytelling).
	AH-05-1.3.1: Students will analyze or explain the use of elements of drama in	AH-05-1.3.1: Students will analyze or explain the use of elements of drama in
	dramatic works.	dramatic works.
	AH-05-1.3.2: Students will identify, describe or explain relationships among	AH-05-1.3.2: Students will identify, describe or explain relationships among
	characters and settings as related to a script, a scenario or a	characters and settings as related to a script, a scenario or a
	classroom dramatization. AH-05-1.3.3: Students will identify and describe a variety of creative dramatics	classroom dramatization.  AH-05-1.3.3: Students will identify and describe a variety of creative dramatics
	(improvisation, mimicry, pantomime, role playing and storytelling).	(improvisation, mimicry, pantomime, role playing and storytelling).
	(	(,,,,,,,
	Common Core Standards	Common Core Standards
	Primary Primar	Primary Primary
	A.AH-P-SA-U: Enduring Knowledge –	A.AH-P-SA-U: Enduring Knowledge –
	Understandings Students will understand that:	Understandings Students will understand that:
	AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.	AH-P-SA-U-1: the elements of music, dance, and drama are intentionally applied in creating and performing.
	AH-P-SA-U-3: responding to or critiquing works of art involves an understanding	AH-P-SA-U-3: responding to or critiquing works of art involves an understanding
	of elements, principles and structures appropriate to each area of the arts.	of elements, principles and structures appropriate to each area of the arts.
	AH-P-SA-U-4: existing and emerging technologies can inspire new applications	AH-P-SA-U-4: existing and emerging technologies can inspire new applications
	of structural components.	of structural components.
	D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:	D.AH-P-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:
	AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology	AH-P-SA-S-DT1: begin to recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology
	AH-P-SA-S-DT2: use the elements of drama in creating and performing	AH-P-SA-S-DT2: use the elements of drama in creating and performing
L	7.1.1. O. 1.0. D. 1.2. Good the clotherine of drama in ordating and performing	1 / 11 / 1 / 1 / 2 / 2 / 2 / 2 / 2 / 2 /

dramatic works independently and with others

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

## Fourth Grade

A.AH-4-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

#### Fifth Grade

A.AH-5-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

dramatic works independently and with others

AH-P-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-P-SA-S-DT4: explore a variety of dramatic works (e.g., theater, dramatic media – film, television)

## Fourth Grade

A.AH-4-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-4-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles, and structures appropriate to each area of the arts.

AH-4-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-4-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-SA-S-DT1: recognize and identify elements of drama (literary, technical, performance) using drama/theatre terminology

AH-4-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-4-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations

AH-4-SA-S-DT4: explore a variety of dramatic works (e.g., theater and dramatic media – film, television)

## Fifth Grade

A.AH-5-SA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-SA-U-1: the elements of music, dance and drama are intentionally applied in creating and performing.

AH-5-SA-U-3: responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.

AH-5-SA-U-4: existing and emerging technologies can inspire new applications of structural components.

D.AH-5-SA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-5-SA-S-DT1: describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology

AH-5-SA-S-DT2: use the elements of drama in creating and performing dramatic works independently and with others

AH-5-SA-S-DT3: observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations AH-5-SA-S-DT4: describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization

AH-5-SA-S-DT5: explore a media – film, television, el	a variety of dramatic works ( ectronic media)	e.g., theater and dramatic	AH-5-SA-S-DT5: explore a media – film, television, el	a variety of dramatic works ectronic media)	(e.g., theater and dramatic
	CURRICULUM		CURRICULUM		
Week 19	Week 20	Week 21	Week 22	Week 23	Week 24
Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics	Identify Sub-Topics Improvising Mimicry	Identify Sub-Topics Pantomime Role Playing	Identify Sub-Topics Story Telling
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
K-3 I can identify relationships among characters and settings as related to a classroom dramatization. 4-5 I can describe or explain relationships among characters and settings as related to a script or scenario.	K-3 I can identify relationships among characters and settings as related to a classroom dramatization. 4-5 I can describe or explain relationships among characters and settings as related to a script or scenario.	K-3 I can identify relationships among characters and settings as related to a classroom dramatization. 4-5 I can describe or explain relationships among characters and settings as related to a script or scenario.	K-3 I can identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, & story telling). 4-5 I can describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	K-3 I can identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, & story telling). 4-5 I can describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	K-3 I can identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing, & story telling). 4-5 I can describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).
Critical Vocabulary  Character Setting Script Scenario	Critical Vocabulary  Character Setting Script Scenario	Critical Vocabulary  Character Setting Script Scenario	Critical Vocabulary  Improvisation  Mimicry  Pantomime  Role Playing  Story Telling	Critical Vocabulary  Improvisation  Mimicry  Pantomime  Role Playing  Story Telling	Critical Vocabulary  Improvisation  Mimicry  Pantomime  Role Playing  Story Telling
Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities	Suggested Strategies/Activities
Students will create and perform classroom skits	Students will create and perform classroom skits	Students will create and perform classroom skits	Students will watch live and recorded	Students will watch live and recorded	Students will watch live and recorded

to allow for identification or explanation of relationships among characters and settings. Students will describe relationships among characters and settings from scripts or scenarios.	to allow for identification or explanation of relationships among characters and settings. Students will describe relationships among characters and settings from scripts or scenarios.	to allow for identification or explanation of relationships among characters and settings. Students will describe relationships among characters and settings from scripts or scenarios.	performances to allow for identification and description of type of creative dramatics used (improvisation, mimicry, pantomime, role playing, & story telling). Students will create short skits displaying different types of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	performances to allow for identification and description of type of creative dramatics used (improvisation, mimicry, pantomime, role playing, & story telling). Students will create short skits displaying different types of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).	performances to allow for identification and description of type of creative dramatics used (improvisation, mimicry, pantomime, role playing, & story telling). Students will create short skits displaying different types of creative dramatics (improvisation, mimicry, pantomime, role playing & story telling).
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
Juried events (KMEA Solo & ensemble, all county art, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.)  – Preparation for the performance would be formative with a written/oral critique by performers and observers.
Summative	Summative	Summative	Summative	Summative	Summative
Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)	Performance Based (Student demonstrates specific skills)			
Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple
choice, constructed	choice, constructed	choice, constructed	choice, constructed	choice, constructed	choice, constructed
response, open	response, open	response, open	response, open	response, open	response, open
response  Common (PLC Teams	Common (PLC Teams	response  Common (PLC Teams	response  Common (PLC Teams	response  Common (PLC Teams	Common (PLC Teams

| will design the common          |
|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|---------------------------------|
| assessments, i.e., grade        |
| level, and/or depts)            |
| Resources Needed                |
| Monologue books                 |
| Internet sites                  |
| Myths and Legends from          |
| other cultures.                 |
http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.
com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
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http://www.iiod1.org/bo.t	http://www.iiod1.org/bo.t	http://www.iiod1.org/bo.t	http://www.iiod1.org/bo.t	http://www.iiod1.org/bo.t	http://www.ijod1.org/bo.t
http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t
heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm
KET Arts Toolkit					
http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto
okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/
Videos	Videos	Videos	Videos	Videos	Videos
Eva Media Elementary					
Humanities Books					
Higher Order Questions					
Analyza the drama we last	Analyza the drama we kees	Analyza the drama we kees	Analyza the drama we kees	Analyza the drama we be	Analyza the drama we kees
Analyze the drama we have					
been doing in class, explaining					
how two elements of drama					
are utilized.					

Weeks 25-27	Weeks 28-30
Unit/Topic	Unit/Topic
Cultures/Periods	Cultures/Periods
CORE CONTENT 4.1	CORE CONTENT 4.1
AH-EP-2.3.1: Students will identify folktales, legends or myths from the following cultures and periods.	AH-EP-2.3.1: Students will identify folktales, legends or myths from the following cultures and periods.
AH-04-2.3.1: Students will identify how drama has been a part of cultures and time periods throughout history.	AH-04-2.3.1: Students will identify how drama has been a part of cultures and time periods throughout history.
AH-05-2.3.1: Students will describe or explain how drama has been a part of cultures and time periods throughout history.	AH-05-2.3.1: Students will describe or explain how drama has been a part of cultures and time periods throughout history.
DOK 2	DOK 2
Cultures:	Cultures:
Native American,	Traditional Appalachian
West African	(The use of storytelling, myths, legends, folktales in these cultures)
(The use of storytelling, myths, legends, folktales in these cultures)	Periods:
Common Core Standards  Primary  A.AH-P-HA-U: Enduring Knowledge —  Understandings Students will understand that:  AH-P-HA-U-1: the arts are powerful tools for understanding human experiences	Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.)  Native American includes period in North America before European settlement
both past and present.  AH-P-HA-U-2: the arts help us understand others' (often very different) ways of	Common Core Standards
thinking, working, and expressing ourselves.	Primary A.AH-P-HA-U: Enduring Knowledge –
AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.	Understandings Students will understand that:  AH-P-HA-I I-1: the arts are powerful tools for understanding human experiences.
and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:	AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.
and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:  AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian,	AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present. AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.
and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:  AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures	AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-P-HA-U-2: the arts help us understand others' (often very different) ways of
and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:  AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures  AH-P-HA-S-DT2: begin to associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe	AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.  AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:
and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:  AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures  AH-P-HA-S-DT2: begin to associate folktales, legends, or myths they	AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.  AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian,
and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:  AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe in simple terms how literature and oral tradition reflect the cultures  AH-P-HA-S-DT2: begin to associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe in simple terms how literature and oral tradition reflect the Colonial American	AH-P-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.  AH-P-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.  AH-P-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.  D.AH-P-HA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-P-HA-S-DT1: begin to associate folktales, legends, or myths they

AH-P-HA-S-DT2: begin to associate folktales, legends, or myths they

## Fourth Grade

A.AH-4-HA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

D.AH-4-HA-S-DT: Skills and Concepts – Drama/Theatre Students will:

AH-4-HA-S-DT1: associate story telling, myths, legends, or folktales they experience or perform with specific cultures (Native American,

Appalachian, West African); describe how literature and oral tradition reflect the cultures

AH-4-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how literature and oral tradition reflect the Colonial American time period AH-4-HA-S-DT3: describe story telling, myths, legends, or folktales of specific cultures using drama/theatre terminology

#### Fifth Grade

A.AH-5-HA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-5-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

D.AH-5-HA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-5-HA-S-DT1: associate folktales, legends or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe how the literature and oral traditions reflect the cultures AH-5-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how the literature and oral traditions reflect the Colonial American time period AH-5-HA-S-DT3: describe folktales, legends, or myths of specific cultures using drama/theatre terminology

AH-5-HA-S-DT4: use print and non-print sources to explore, describe and compare themes, characters, and situations in dramas from different cultures

experience or perform with the Colonial American period in history; describe in simple terms how literature and oral tradition reflect the Colonial American time period

AH-P-HA-S-DT3: begin to describe folktales, legends, or myths of specific cultures using drama/theatre terminology

## Fourth Grade

A.AH-4-HA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-4-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-4-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working and expressing ourselves.

AH-4-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

D.AH-4-HA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-4-HA-S-DT1: associate story telling, myths, legends, or folktales they experience or perform with specific cultures (Native American,

Appalachian, West African); describe how literature and oral tradition reflect the cultures

AH-4-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how literature and oral tradition reflect the Colonial American time period AH-4-HA-S-DT3: describe story telling, myths, legends, or folktales of specific cultures using drama/theatre terminology

## Fifth Grade

A.AH-5-HA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-HA-U-1: the arts are powerful tools for understanding human experiences both past and present.

AH-5-HA-U-2: the arts help us understand others' (often very different) ways of thinking, working, and expressing ourselves.

AH-5-HA-U-3: the arts play a major role in the creation and defining of cultures and building civilizations.

D.AH-5-HA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-5-HA-S-DT1: associate folktales, legends or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe how the literature and oral traditions reflect the cultures AH-5-HA-S-DT2: associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how the literature and oral traditions reflect the Colonial American time period AH-5-HA-S-DT3: describe folktales, legends, or myths of specific cultures using drama/theatre terminology

AH-5-HA-S-DT4: use print and non-print sources to explore, describe and compare themes, characters, and situations in dramas from different

			cultures		
	CURRICULUM		CURRICULUM		
Week 25	Week 26	Week 27	Week 28	Week 29	Week 30
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
Native American	Native American	West African	Appalachian	Appalachian	Colonial
	West African			Colonial	
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
		STATEMENTS:	K-3 I can identify	K-3 I can identify	K-3 I can identify
K-3 I can identify	K-3 I can identify	K-3 I can identify	folktales, legends or	folktales, legends or	folktales, legends or
folktales, legends or	folktales, legends or	folktales, legends or	myths from the	myths from the	myths from the
myths from the	myths from the	myths from the	following culture &	following culture &	following culture &
following cultures:	following cultures:	following cultures:	period: Appalachian &	period: Appalachian &	period: Appalachian &
Native American and	Native American and	Native American and	Colonial.	Colonial.	Colonial.
West African.	West African.	West African.	4-5 I can describe the	4-5 I can describe the	4-5 I can describe the
4-5 I can describe the	4-5 I can describe the	4-5 I can describe the	similarities and	similarities and	similarities and
similarities and	similarities and	similarities and	differences of the use of	differences of the use of	differences of the use of
differences of the use of	differences of the use of	differences of the use of	storytelling, myths,	storytelling, myths,	storytelling, myths,
storytelling, myths,	storytelling, myths,	storytelling, myths,	legends and folktales	legends and folktales	legends and folktales
legends and folktales	legends and folktales	legends and folktales	from the following	from the following	from the following
from the following	from the following	from the following	culture & period:	culture & period:	culture & period:
cultures: Native	cultures: Native	cultures: Native	Appalachian & Colonial.	Appalachian & Colonial.	Appalachian & Colonial.
American and West	American and West	American and West	4-5 I can describe how	4-5 I can describe how	4-5 I can describe how
African.	African.	African.	storytelling, myths,	storytelling, myths,	storytelling, myths,
4-5 I can describe how	4-5 I can describe how	4-5 I can describe how	legends and folktales	legends and folktales	legends and folktales
storytelling, myths,	storytelling, myths,	storytelling, myths,	are used in the following	are used in the following	are used in the following
legends and folktales	legends and folktales	legends and folktales	culture & period:	culture & period:	culture & period:
are used in the following		are used in the following	Appalachian & Colonial.	Appalachian & Colonial.	Appalachian & Colonial.
cultures: Native	cultures: Native	cultures: Native	4-5: I can explain how	4-5: I can explain how	4-5: I can explain how
American and West	American and West	American and West	European drama	European drama	European drama
African.	African.	African.	influenced American	influenced American	influenced American
			drama during the	drama during the	drama during the
			Colonial period.	Colonial period.	Colonial period.
Critical Vocabulary					
Story telling					

Myths Legends Folk tales Native American West African Suggested	Myths Legends Folk tales Native American West African Suggested	Myths Legends Folk tales Native American West African Suggested	Myths Legends Folk tales Appalachian Colonial period Suggested	Myths Legends Folk tales Appalachian Colonial period Suggested	Myths Legends Folk tales Appalachian Colonial period Suggested
Strategies/Activities Students will watch live	Strategies/Activities Students will watch live	Strategies/Activities Students will watch live	Strategies/Activities Students will watch live	Strategies/Activities Students will watch live	Strategies/Activities Students will watch live
and recorded performances from Native American and West African cultures	and recorded performances from Native American and West African cultures	and recorded performances from Native American and West African cultures	and recorded performances from Appalachian and Colonial	and recorded performances from Appalachian and Colonial	and recorded performances from Appalachian and Colonial
and identify folk tales, legends and myths from each. Students will watch live and recorded	and identify folk tales, legends and myths from each. Students will watch live and recorded	and identify folk tales, legends and myths from each. Students will watch live and recorded	cultures/periods and identify folk tales, legends and myths from each. Students will watch live	cultures/periods and identify folk tales, legends and myths from each. Students will watch live	cultures/periods and identify folk tales, legends and myths from each. Students will watch live
performances from Native American and West African cultures and describe the similarities and	performances from Native American and West African cultures and describe the similarities and	performances from Native American and West African cultures and describe the similarities and	and recorded performances from Appalachian and Colonial cultures/periods and	and recorded performances from Appalachian and Colonial cultures/periods and	and recorded performances from Appalachian and Colonial cultures/periods and
differences between the two cultures.	differences between the two cultures.	differences between the two cultures.	describe the similarities and differences between the two cultures.	describe the similarities and differences between the two cultures.	describe the similarities and differences between the two cultures.
Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative	Balanced Assessment: Formative
Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.	Annual school wide musical – Preparation for the performance would be formative with a written/oral critique by performers and observers.

Summative	Summative	Summative	Summative	Summative	Summative
Juried events (KMEA Solo & ensemble, all county art, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	Juried events (KMEA Solo & ensemble, all county art, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.	School specific performance (SBDM, PTO, PTA, BOE, etc.)  – Performance would be summative with a written/oral critique by performers and observers.
Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Monologue books	Monologue books	Monologue books	Monologue books	Monologue books	Monologue books
Internet sites	Internet sites	Internet sites	Internet sites	Internet sites	Internet sites
Myths and Legends from	Myths and Legends from	Myths and Legends from	Myths and Legends from	Myths and Legends from	Myths and Legends from
other cultures.	other cultures.	other cultures.	other cultures.	other cultures.	other cultures.
http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.
com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co
m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm
hatte the second of the second		Teller II		Teller II	That is the second of the second
http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm	http://www.iisd1.org/hs_t heatre/monologues.htm
neatte/monologues.htm	neatre/monologues.ntm	neatte/monologues.ntm	neatte/monologues.ntm	neatte/monologues.ntm	neatre/monologues.ntm
KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit
http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto	http://www.ket.org/artsto
okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/	okit/drama/
Videos Eva Media Elementary	Videos Eva Media Elementary	Videos Eva Media Elementary	Videos Eva Media Elementary	Videos Eva Media Elementary	Videos Eva Media Elementary
Humanities Books	Humanities Books	Humanities Books	Humanities Books	Humanities Books	Humanities Books
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the	Compare/contrast the
performances of different	performances of different	performances of different	performances of different	performances of different	performances of different

Weeks 31-33	Weeks 34-36
Unit/Topic	Unit/Topic
Performance Event	Review of Drama
CORE CONTENT 4.1	Core Content 4.1
	Review all previous Core Content 4.1 material.
AH-EP-4.3.1: Students will perform in dramatic situations that incorporate	Common Core Standards
Literary, Technical and Performance elements.	Review all previous common core standards material. Add the following interrelationship
AH-04-4.3.1: Students will create and perform using elements of drama.	standards.
(Literary, Technical, Performance)	Primary Control of the Control of th
AH-04-4.3.2: Students will improvise to tell stories that show action and have a	A.AH-P-IAA-U: Enduring Knowledge – Understandings Students will understand that:  AH-P-IAA-U-1: the arts are basic forms of human communication.
clear beginning, middle and end. (Literary elements) AH-05-4.3.1: Students will create and perform using elements of drama.	AH-P-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common
(Literary, Technical, Performance)	historical periods tend to reflect common attitudes, ideas, beliefs, and feelings.
AH-05-4.3.2: Students will improvise to tell stories that show action and have	AH-P-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the
clear beginning, middle and end. (Literary elements)	presentation of ideas and emotions.
, , , , , , , , , , , , , , , , , , ,	AH-P-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to
Common Core Standards	illuminate situations in other disciplines that require creative solutions.  B.AH-P-IAA-S: Skills and Concepts – Arts Students will:
Drimany	AH-P-IAA-S-1: begin to recognize that common terms are used in various arts (e.g., tempo
Primary A.AH-P-PA-U: Enduring Knowledge –	in dance and music)
Understandings Students will understand that:	AH-P-IAA-S-2: begin to notice communication of common themes or ideas across different art
AH-P-PA-U-1: there are three distinct processes for involvement in the arts;	forms
creating new artworks, performing works previously created and	AH-P-IAA-S-3: identify and explain connections between and among different art forms from
responding to artworks and performances.	the same culture or from the same time period
AH-P-PA-U-2: full understanding and appreciation of the arts requires some	AH-P-IAA-S-4: begin to identify commonalities between the arts and other subjects taught in the
degree of involvement in all three processes.	school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy
AH-P-PA-U-3: openness, respect for work and an understanding of how artists	lifestyle, fractions in music notation and mathematics, reading music and reading words,
apply elements and principles of design in creating and performing	composing music and writing)
are personal attitudes and skills that enhance enjoyment of the observer.	AH-P-IAA-S-5: communicate common meaning through creating and performing in the four art
AH-P-PA-U-4: existing and emerging technologies can extend the reach of the	101113
art form to new audiences.  D.AH-P-PA-S-DT: Skills and Concepts – Drama/Theatre Students will:	Fourth Grade
AH-P-PA-S-DT1: be actively involved in creating and performing dramatic	A.AH-4-IAA-U: Enduring Knowledge – Understandings Students will understand that:
works	AH-4-IAA-U-1: the arts are basic forms of human communication.  AH-4-IAA-U-2: music, dance, drama and visual art created in common cultures and/or common
AH-P-PA-S-DT2: begin to learn how to use knowledge of the elements of	historical periods tend to reflect common attitudes, ideas, beliefs and feelings.
drama and drama terminology to describe and critique their own	AH-4-IAA-U-3: the arts provide forms of non-verbal communication that can strengthen the
performances and the performances of others	presentation of ideas and emotions.
AH-P-PA-S-DT3: identify possible criteria for evaluating dramatic works	AH-4-IAA-U-4: the modes of thinking and methods of the arts disciplines can be used to
(e.g., skill of performers, originality, emotional impact, variety, interest)	illuminate situations in other disciplines that require creative solutions.

cultures and time periods.

AH-P-PA-S-DT4: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

#### Fourth Grade

A.AH-4-PA-U: Enduring Knowledge –

Understandings Students will understand that:

AH-4-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created, and responding to artworks and performances.

AH-4-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-4-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-4-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-4-PA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-4-PA-S-DT1: be actively involved in creating and performing dramatic works

AH-4-PA-S-DT2: use knowledge of the elements of drama and drama terminology to describe and critique their own performances and the performances of others

AH-4-PA-S-DT3: identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest) AH-4-PA-S-DT4: demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way

#### Fifth Grade

A.AH-5-PA-U: Enduring Knowledge -

Understandings Students will understand that:

AH-5-PA-U-1: there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.

AH-5-PA-U-2: full understanding and appreciation of the arts requires some degree of involvement in all three processes.

AH-5-PA-U-3: openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.

AH-5-PA-U-4: existing and emerging technologies can extend the reach of the art form to new audiences.

D.AH-5-PA-S-DT: Skills and Concepts – Drama/Theatre Students will: AH-5-PA-S-DT1: be actively involved in creating, improvising and performing

B.AH-4-IAA-S: Skills and Concepts - Arts Students will:

AH-4-IAA-S-1: recognize that common terms are used in various arts (e.g., tempo in dance and music)

AH-4-IAA-S-2: identify communication of common themes or ideas across different art forms AH-4-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period

AH-4-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and

science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle,

fractions in music notation and mathematics, reading music and reading words, composing music and writing)

AH-4-IAA-S-5: communicate common meaning through creating and performing in the four art forms

#### Fifth Grade

A.AH-5-IAA-U: Enduring Knowledge – Understandings Students will understand that: AH-5-IAA-U-1: music, dance, drama and visual art created in common cultures and/or common historical periods tend to reflect common attitudes, ideas, beliefs and feelings.

AH-5-IAA-U-1: the arts are basic forms of human communication.

AH-5-IAA-U-2: the arts provide forms of non-verbal communication that can strengthen the presentation of ideas and emotions.

AH-5-IAA-U-3: the modes of thinking and methods of the arts disciplines can be used to illuminate

situations in other disciplines that require creative solutions.

B.AH-5-IAA-S: Skills and Concepts – Arts Students will:

AH-5-IAA-S-1: define common terms used in various arts (e.g., tempo in dance and music)

AH-5-IAA-S-2: explain communication of common themes or ideas across different art forms

AH-5-IAA-S-3: identify and explain connections between and among different art forms from the same culture or from the same time period

AH-5-IAA-S-4: describe commonalities between the arts and other subjects taught in the school (e.g., observation skills in visual arts and science, historical and cultural perspectives in the arts and social studies, shape in visual art and mathematics, dance and a healthy lifestyle,

fractions in music notation and mathematics, composing music and writing)

AH-5-IAA-S-5: communicate common meaning through creating and performing in the four art forms

dramatic works using elements of drama (Literary, Technical,
Performance)
AH-5-PA-S-DT2: use a variety of resources (e.g., research, peers, technology)
to write, refine, and record dialogue and action
AH-5-PA-S-DT3: use knowledge of the elements of drama and drama
terminology to describe and critique their own performances and the
performances of others
AH-5-PA-S-DT4: identify possible criteria for evaluating dramatic works
(e.g., skill of performers, originality, emotional impact, variety, interest,
technical requirements: lighting, sound, scenery, costumes)
AH-5-PA-S-DT5: demonstrate behavior appropriate for observing the particular
context and style of dramatic works being performed; discuss
opinions with peers in a supportive and constructive way
CURRICULIA

CURRICULUM		CURRICULUM			
Week 31	Week 32	Week 33	Week 34	Week 35	Week 36
Identify	Identify	Identify	Identify	Identify	Identify
Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics	Sub-Topics
I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN	I CAN STATEMENTS:	I CAN STATEMENTS:	I CAN STATEMENTS:
TCAN STATEMENTS.	I CAN STATEMENTS.	STATEMENTS:	K-5: I can demonstrate	K-5: I can demonstrate	K-5: I can demonstrate
K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance). K-5: I can improvise to tell stories.	K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance). K-5: I can improvise to tell stories.	K-5: I can create and perform using appropriate elements of drama (literary, technical, and performance). K-5: I can improvise to tell stories.	prior knowledge through a variety of means (games, tests, etc.) K-5: I can identify and analyze the elements of drama through the use of technology.	prior knowledge through a variety of means (games, tests, etc.) K-5: I can identify and analyze the elements of drama through the use of technology.	prior knowledge through a variety of means (games, tests, etc.) K-5: I can identify and analyze the elements of drama through the use of technology.
K-5: I can critique a performance using appropriate elements of drama.	K-5: I can critique a performance using appropriate elements of drama.	K-5: I can critique a performance using appropriate elements of drama.	K-5: I can identify and analyze cultures/periods and purposes of drama through the use of technology.	K-5: I can identify and analyze cultures/periods and purposes of drama through the use of technology.	K-5: I can identify and analyze cultures/periods and purposes of drama through the use of technology.
Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary	Critical Vocabulary
Literary elements	Literary elements	Literary elements	See all previous	See all previous	See all previous

Technical elements Performance elements	Technical elements Performance elements	Technical elements Performance elements	vocabulary.	vocabulary.	vocabulary.
Improvise	Improvise	Improvise			
Suggested	Suggested	Suggested	Suggested	Suggested	Suggested
Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities	Strategies/Activities
Participate in a play	Participate in a play	Participate in a play	Compete in a Jeopardy	Compete in a Jeopardy	Compete in a Jeopardy
using appropriate	using appropriate	using appropriate	tournament to review	tournament to review	tournament to review
elements of drama.	elements of drama.	elements of drama.	content.	content.	content.
Improvise (perform) an	Improvise (perform) an	Improvise (perform) an	http://www.superteach	http://www.superteach	http://www.superteach
action story that has a	action story that has a	action story that has a	ertools.com/jeopardyx/	ertools.com/jeopardyx/	ertools.com/jeopardyx/
clear beginning, middle	clear beginning, middle	clear beginning, middle	http://www.superteach	http://www.superteach	http://www.superteach
and end.	and end.	and end.	ertools.com/jeopardy/	ertools.com/jeopardy/	ertools.com/jeopardy/
Perform a drama from	Perform a drama from	Perform a drama from	Play other flash based	Play other flash based	Play other flash based
the following cultures	the following cultures	the following cultures	games (Speed Match	games (Speed Match	games (Speed Match
(Native American, West	(Native American, West	(Native American, West	Maker, Who Wants to	Maker, Who Wants to	Maker, Who Wants to
African/African	African/African	African/African	be a Millionaire, Flash	be a Millionaire, Flash	be a Millionaire, Flash
American, Early	American, Early	American, Early	Board Game).	Board Game).	Board Game).
American and Folk).	American and Folk).	American and Folk).	http://www.superteach	http://www.superteach	http://www.superteach
Critique a drama from	Critique a drama from	Critique a drama from	ertools.com/index.php	ertools.com/index.php	ertools.com/index.php
the cultures above.	the cultures above.	the cultures above.			
Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:	Balanced Assessment:
Formative	Formative	Formative	Formative	Formative	Formative
			_		
School wide video for test prep – Preparation for the	School wide video for test prep – Preparation for the	School wide video for test prep – Preparation for the	Performance Based	Performance Based	Performance Based
performance would be	performance would be	performance would be	(Student demonstrates	(Student demonstrates	(Student demonstrates
formative with a written/oral	formative with a written/oral	formative with a written/oral	specific skills)	specific skills)	specific skills)
critique by performers and	critique by performers and	critique by performers and			
observers.	observers.	observers.	Written/aural – multiple	Written/aural – multiple	Written/aural – multiple
			choice, constructed	choice, constructed	choice, constructed
Summative	Summative	Summative	response, open	response, open	response, open
Summative	Julilliative	Julilliative	response	response	response
Annual school wide musical –	Annual school wide musical –	Annual school wide musical –	C	Commenting	Commenting
Performance would be	Performance would be	Performance would be	Summative	Summative	Summative
summative with a	summative with a	summative with a	School wide video for test	School wide video for test	School wide video for test
written/oral critique by performers and observers.	written/oral critique by performers and observers.	written/oral critique by performers and observers.	prep – Performance would be	prep – Performance would be	prep – Performance would be
perioriners and observers.	perioriners and observers.	perioriners and observers.	summative with a	summative with a	summative with a

Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	written/oral critique by performers and observers.  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	written/oral critique by performers and observers.  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)	written/oral critique by performers and observers.  Common (PLC Teams will design the common assessments, i.e., grade level, and/or depts)
Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed	Resources Needed
Monologue books	Monologue books	Monologue books	Monologue books	Monologue books	Monologue books
Internet sites	Internet sites	Internet sites	Internet sites	Internet sites	Internet sites
Myths and Legends from	Myths and Legends from	Myths and Legends from			
other cultures.	other cultures.	other cultures.	other cultures.	other cultures.	other cultures.
http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.	http://www.theaterwords.
com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html	com/scenes.html
http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/	http://drama.eserver.org/
http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co	http://www.kmrscripts.co
m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm	m/scenes/index.htm
http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t	http://www.iisd1.org/hs_t
heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm	heatre/monologues.htm
KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit	KET Arts Toolkit
http://www.ket.org/artsto	http://www.ket.org/artstookit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/	http://www.ket.org/artsto okit/drama/
okit/drama/ Videos	Videos	Videos	Videos	Videos	Videos
Eva Media Elementary	Eva Media Elementary	Eva Media Elementary	Eva Media Elementary	Eva Media Elementary	Eva Media Elementary
Humanities Books	Humanities Books	Humanities Books	Humanities Books	Humanities Books	Humanities Books
Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions	Higher Order Questions
Evaluate the drama we have	Evaluate the drama we have	Evaluate the drama we have	Compare/contrast how	Compare/contrast how	Compare/contrast how
been doing in class using an	been doing in class using an	been doing in class using an	different art forms	different art forms	different art forms
oral or written peer review	oral or written peer review	oral or written peer review	communicate emotions.	communicate emotions.	communicate emotions.
critique.	critique.	critique.			