

COMPETENCY ASSURANCE

ELEMENTARY DRAMA

PHASE I:

Curricular Foundations

March, 2003

Competency Assurance

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Curricular Foundations

This document is designed to help teachers make certain that they are teaching a balanced curriculum in line with the standards and assessments required by the Commonwealth of Kentucky and the Fayette County Public Schools.

Each page contains the appropriate **Performance Standards**, taken from **The Program of Studies; Academic Expectations and Demonstrators**, taken from the **Transformations** document; curricular content and **Specific Activities** taken from the **Core Content For Assessment**; as well as **Suggested Activities** and **Critical Vocabulary** as designed by art teachers in the Fayette County Public Schools.

It is hoped that this document will allow teachers to work from one comprehensive document that brings together all the state-mandated and suggested curricular standards. It is also hoped that the suggested activities will give teachers a sense of the kinds of activities necessary for them to achieve the stated academic goals.

Please note: Although this document limits itself to concepts and skills covered in the Core Content For Assessment, there are several items that have been identified as appropriate “extensions” that might be approached upon completion of the required materials. In this document those extensions are identified by italics.

COMPETENCY ASSURANCE

ELEMENTARY DRAMA

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PRIMARY DRAMA: KINDERGARTEN // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students will experience dramatic works with attention given to the elements of drama

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

Core Content for Assessment:

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays

Demonstrators:

- Explore the elements and principles of dramatic forms
- Create or perform original or existing dramatic pieces

Specific Activities:

- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning middle and end

Suggested Activities:

- Use of warm-up activities that allow students to become comfortable moving through space and assuming characters
- Practice in assuming animal and human characters in varying contexts
- Observing and discussing short scenes with attention given to dramatic elements
- Reading and discussing short stories with attention given to dramatic elements

Critical Vocabulary:

Plot, story line, beginning, middle, end, dialogue, monologue, conflict, improvise, action

PRIMARY DRAMA: KINDERGARTEN // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students experience dramatic works from different cultures, periods and styles

ACADEMIC EXPECTATION(S):

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-3.2.31 – Discuss the effects of time and place on dramatic works

Demonstrators:

- Explore a variety of art forms in drama
- Experience and perform a variety of art forms in drama from diverse cultures
- Express openness to differences and commonalities among diverse cultures

Specific Activities:

- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end

Suggested Activities:

- Watching and discussing dramatic works from diverse cultures

Critical Vocabulary:

Culture, dramatic works, beginning, middle, end

PRIMARY DRAMA: FIRST GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students will experience dramatic works with attention given to the elements of drama

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

Core Content for Assessment:

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays

Demonstrators:

- Explore the elements and principles of dramatic forms
- Create or perform original or existing dramatic pieces

Specific Activities:

- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning middle and end

Suggested Activities:

- Use of warm-up activities that allow students to become comfortable moving and assuming characters
- Practice in assuming animal and human characters in varying contexts
- Observing and discussing short scenes with attention given to dramatic elements
- Reading and discussing short stories with attention given to dramatic elements
- Introducing the notion of reading plays with students “taking on” characters

Critical Vocabulary:

Plot, story line, beginning, middle, end, dialogue, monologue, conflict, improvise, action

PRIMARY DRAMA: FIRST GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students experience dramatic works from different cultures, periods and styles

ACADEMIC EXPECTATION(S):

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-3.2.31 – Discuss the effects of time and place on dramatic works

AH-E-3.2.32 – Discuss specific cultures, periods (Colonial American) and styles (folk tales, myths and legends) within dramatic works

Demonstrators:

- Express ideas/emotions through drama
- Explore a variety of art forms in drama
- Experience and perform a variety of art forms in drama from diverse cultures
- Express openness to differences and commonalities among diverse cultures

Specific Activities:

- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end

Suggested Activities:

- Reading, watching and discussing dramatic works from Colonial American and other cultures
- Beginning to create dramatic interpretations (Reader's Theatre) of excerpts from literary works with Colonial American and other themes

Critical Vocabulary:

Culture, dramatic works, beginning, middle, end, folk tales, myths, legends

PRIMARY DRAMA: SECOND GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students will experience dramatic works with attention given to the elements of drama

Performance Standard

Students will demonstrate an awareness of the elements of drama (plot, character, props, make-up) and acting (e.g., voice, expression, diction, projection)

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

Core Content for Assessment:

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays
AH-E-3.1.34 Identify and describe basic scenery, props and costumes that would be appropriate for the plot and characters in a short script or story
AH-E-3.1.35 Identify and describe characters, their relationships and their settings and environments, related to a script, scenario, or classroom dramatization

Demonstrators:

- Explore the elements and principles of dramatic forms
- Create and/or perform original dramatic works
- Discuss dramatic works using appropriate concepts and terminology

Specific Activities:

- **AH-E-3.1.41** Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling)
- **AH-E-3.1.43** - Improvise to tell stories that show action and have a clear beginning, middle and end

Suggested Activities:

- Use of warm-up activities that allow students to become comfortable performing and improvising in front of classmates
- Performance of simple scenes with attention given to the recognition of dramatic elements
- Performance of simple scenes which express narratives, ideas and emotions
- Practice in assuming animal and human characters in varying contexts
- Developing the notion of students reading plays and “taking on characters”

Critical Vocabulary:

Plot, story line, beginning, middle, end, dialogue, monologue, conflict, improvise, action, scenery, costumes, props, sound and music, makeup, roles, character, movement, vocal expression, speaking style, listening, acting, storytelling, settings, scenario, script

PRIMARY DRAMA: SECOND GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students experience dramatic works from different cultures, periods and styles

Performance Standard

Students develop an awareness that different cultures periods and styles influence dramatic productions

ACADEMIC EXPECTATION(S):

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-3.2.31 – Discuss the effects of time and place on dramatic works

AH-E-3.2.32 – Discuss specific cultures (Native American), periods (Colonial American) and styles (folk tales, myths and legends) within dramatic works

Demonstrators:

- Express ideas/emotions through drama
- Explore a variety of art forms in drama
- Experience and perform a variety of art forms in drama from diverse cultures
- Express openness to differences and commonalities among diverse cultures
- Respond to the expressive qualities of drama

Specific Activities:

- **AH-E-3.1.41** – Create and perform using creative dramatics (improvisation, mimicry, pantomime)
- **AH-E-3.1.42** – Create a performance using the elements of production representing specific cultures, periods and styles (folktales, myths and legends of Native America and Colonial America)
- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end.

Suggested Activities:

- Reading, watching and discussing dramatic works from Colonial American and Native American cultures
- Creating dramatic interpretations (Reader's Theatre) of excerpts from literary works with Colonial American, and Native American themes

Critical Vocabulary:

Culture, dramatic works, beginning, middle, end, folk tales, myths, legends

PRIMARY DRAMA: THIRD GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students will experience dramatic works with attention given to the elements of drama

Performance Standard

Students will demonstrate an awareness of the elements of drama (plot, character, props, make-up) and acting (e.g., voice, expression, diction, projection).

Performance Standard

Students will recognize elements of drama in dramatic works

Performance Standard

Students will identify and use elements of drama in dramatic works

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

2.23 – Students analyze their own and others' artistic products and performances

Core Content for Assessment:

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays

AH-E-3.1.32 Revise a short story passage into a simple dialogue format

AH-E-3.1.33 Identify and discuss elements of production (scenery, costumes, props, sound and music, makeup and roles) and elements of performance (character, movement, vocal expression, speaking style, listening, acting, storytelling) in a variety of work

AH-E-3.1.34 Identify and describe basic scenery, props and costumes that would be appropriate for the plot and characters in a short script or story

AH-E-3.1.35 Identify and describe characters, their relationships and their settings and environments, related to a script, scenario, or classroom dramatization

Demonstrators:

- Explore the elements and principles of dramatic forms
- Create and/or perform original dramatic works
- Discuss dramatic works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dramatic arts

Specific Activities:

- **AH-E-3.1.41** Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling)
- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end

Suggested Activities:

- Use of warm-up activities that allow students to become comfortable with the manipulation of dramatic elements
- Performance of simple scenes with attention given to the recognition of dramatic elements
- Performance of simple scenes which express narratives, ideas and emotions
- Practice in assuming animal and human characters in varying contexts
- Writing about basic understandings of dramatic elements
- Reading plays with students assuming the role of characters
- Creating dramatic interpretations (Reader's Theatre) of excerpts from books or stories while identifying dramatic elements with appropriate terminology

Critical Vocabulary:

Plot, story line, beginning, middle, end, dialogue, monologue, conflict, improvise, action, scenery, costumes, props, sound and music, makeup, roles, character, movement, vocal expression, speaking style, listening, acting, storytelling, settings, scenario, script

PRIMARY DRAMA: THIRD GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students experience dramatic works from different cultures, periods and styles

Performance Standard

Students develop an awareness that different cultures periods and styles influence dramatic productions

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

2.23 – Students analyze their own and others' artistic products and performances

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.25 – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-3.2.31 – Discuss the effects of time and place on dramatic works

AH-E-3.2.32 – Discuss specific cultures (Native American, West African), periods (Colonial American) and styles (folk tales, myths and legends) within dramatic works

Demonstrators:

- Demonstrate dramatic elements
- Express ideas/emotions through drama
- Analyze ideas or emotions expressed through a dramatic sequence using basic terms
- Explore a variety of art forms in drama
- Experience and perform a variety of art forms in drama from diverse cultures
- Create original works of drama
- Describe reaction to dramatic works and performances using basic vocabulary
- Express openness to differences and commonalities among diverse cultures
- Communicate recognition of the diversity of art forms and structure in movement and dance
- Respond to the expressive qualities of drama
- Recognize and demonstrate arts concepts used to describe feelings
- Recognize the role of the artist in drama

Specific Activities:

- **AH-E-3.1.41** – Create and perform using creative dramatics (improvisation, mimicry, pantomime)
- **AH-E-3.1.42** – Create a performance using the elements of production representing specific cultures, periods and styles (folktales, myths and legends of Native America and Colonial America)
- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end.

Suggested Activities:

- Reading, watching, discussing and writing about dramatic works from Colonial American, Native American and West African cultures
- Creating dramatic interpretations (Reader's Theatre) of excerpts from literary works with Colonial American, Native American and West African themes

Critical Vocabulary:

Culture, dramatic works, beginning, middle, end, folk tales, myths, legends

INTERMEDIATE DRAMA: FOURTH GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students will use appropriate terminology to discuss elements of drama such as plot, character, visuals (scenery, costumes, props, make-up) and acting (voice, expression, diction, projection)

Performance Standard

Students will create simple dramatic works using the elements of drama

Performance Standard

Students will demonstrate through performance various types of drama (e.g., improvisation, mimicry, pantomime, role-playing, storytelling)

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

2.23 – Students analyze their own and others' artistic products and performances

Core Content for Assessment:

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays

AH-E-3.1.32 Revise a short story passage into a simple dialogue format

AH-E-3.1.33 Identify and discuss elements of production (scenery, costumes, props, sound and music, makeup and roles) and elements of performance (character, movement, vocal expression, speaking style, listening, acting, storytelling) in a variety of work

AH-E-3.1.34 Identify and describe basic scenery, props and costumes that would be appropriate for the plot and characters in a short script or story

AH-E-3.1.35 Identify and describe characters, their relationships and their settings and environments, related to a script, scenario, or classroom dramatization

AH-E-3.1.36 Use appropriate drama terminology to reflect on, interpret, revise and critique personal dramatic creations and those of others

AH-E-3.1.37 Identify and compare the similarities and differences between audiences attending live performances and audiences viewing theatre, film and television

AH-E-3.1.38 Identify and discuss a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling)

Demonstrators:

- Explore the elements and principles of dramatic forms
- Create and/or perform original dramatic works
- Discuss dramatic works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dramatic arts
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from dramatic works
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

Specific Activities:

- **AH-E-3.1.41** Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling)

- **AH-E-3.1.43** Improvise to tell stories that show action and have a clear beginning, middle and end

Suggested Activities:

- Use of warm-up activities that allow students to become comfortable with the manipulation of dramatic elements
- Reading plays with students assuming the role of characters
- Creating dramatic interpretations (Reader's Theatre) of excerpts from books or stories while identifying dramatic elements with appropriate terminology
- Observing, evaluating and writing about dramatic works based upon the recognition of dramatic elements, while using appropriate terminology
- Practicing and performing dramatic works with alterations to dramatic elements (varying scenery, costumes or vocal expression, etc.)
- Creating as individuals or small groups, dramatic scenes which communicate narratives, ideas or emotions
- Reflecting upon and writing about the meaning of dramatic works as communicated through various dramatic elements
- Practice in performing and recognizing improvisation, mimicry, pantomime, role-playing and story-telling
- Improvising and creating dramatic pieces with a clear beginning, middle and end
- Discussing different venues for the performance of dramatic works (live performance, film, television)
- Evaluating, interpreting, revising dramatic works and performances

Critical Vocabulary:

Plot, story line, beginning, middle, end, dialogue, monologue, conflict, improvise, action, scenery, costumes, props, sound and music, makeup, roles, character, movement, vocal expression, speaking style, listening, acting, storytelling, settings, scenario, script, critique, mimicry, pantomime, role playing

INTERMEDIATE DRAMA: FOURTH GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students will describe how dramatic works reflect specific cultures, periods and styles

Performance Standard

Students will compare and contrast dramatic works from diverse cultures, periods and styles

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

2.23 – Students analyze their own and others' artistic products and performances

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.25 – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-3.2.31 – Discuss the effects of time and place on dramatic works

AH-E-3.2.32 – Discuss specific cultures (Native American, West African), periods (Colonial American) and styles (folk tales, myths and legends) within dramatic works

Demonstrators:

- Observe, experience and explore a variety of artistic styles and forms in drama
- Identify and express arts concepts in drama
- Describe reaction to dramatic works and performances using basic vocabulary
- Recognize the role of the artist in drama
- Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Demonstrate through products or performances, forms of drama
- Respond to the expressive qualities of drama
- Express openness to differences and commonalities among diverse cultures
- Investigate and communicate the differences and commonalities in the artistic expressions of drama from diverse cultures
- Examine the effects of time, place, and personality on dramatic forms and performance practices
- Recognize and demonstrate arts concepts used to describe feelings
- Begin to formulate personal values based on the perception and reaction to the expressive qualities of drama
- Evaluate personal artistic creations and those of others using appropriate vocabulary
- Reflect on, interpret, and revise own work and/or works of others in drama

Specific Activities:

- **AH-E-3.1.41** – Create and perform using creative dramatics (improvisation, mimicry, pantomime)
- **AH-E-3.1.42** – Create a performance using the elements of production representing specific cultures, periods and styles (folktales, myths and legends of Native America and Colonial America)
- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end.

Suggested Activities:

- Reading, watching, discussing and writing about dramatic works from West African, Native American and Colonial American cultures
- Creating dramatic scenes based on themes and using elements common in West African, Native American and Colonial American cultures
- Comparing and contrasting, in discussions and writings, dramatic works from West African, Native American and Colonial American cultures
- Discussing and writing about the effects of time, place and personality on dramatic works

Critical Vocabulary:

Culture, dramatic works, beginning, middle, end, folk tales, myths, legends

INTERMEDIATE DRAMA: FIFTH GRADE // ELEMENTS

PROGRAM OF STUDIES:

Performance Standard

Students will analyze elements of drama such as plot, character, visuals (e.g., scenery, costumes, props, make-up) and acting (e.g., voice, expression, diction, projection) in a variety of dramatic works

Performance Standard

Students will collaborate with others to create dramatic works using the elements of drama

Performance Standard

Students will reflect on, interpret and revise own work and/or works of others

Performance Standard

Students will use appropriate terminology to evaluate personal dramatic creations and those of others

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feelings in the human experience through their productions, performance, or interpretations

2.23 – Students analyze their own and others' artistic products and performances

Core Content for Assessment:

AH-E-3.1.31 Identify and discuss the dramatic elements (plot or story line, beginning, middle, end, dialogue, monologue, conflict) in plays

AH-E-3.1.32 Revise a short story passage into a simple dialogue format

AH-E-3.1.33 Identify and discuss elements of production (scenery, costumes, props, sound and music, makeup and roles) and elements of performance (character, movement, vocal expression, speaking style, listening, acting, storytelling) in a variety of work

AH-E-3.1.34 Identify and describe basic scenery, props and costumes that would be appropriate for the plot and characters in a short script or story

AH-E-3.1.35 Identify and describe characters, their relationships and their settings and environments, related to a script, scenario, or classroom dramatization

AH-E-3.1.36 Use appropriate drama terminology to reflect on, interpret, revise and critique personal dramatic creations and those of others

AH-E-3.1.37 Identify and compare the similarities and differences between audiences attending live performances and audiences viewing theatre, film and television

AH-E-3.1.38 Identify and discuss a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling)

Demonstrators:

- Explore the elements and principles of dramatic forms
- Create and/or perform original dramatic works
- Discuss dramatic works using appropriate concepts and terminology
- Observe and explore a variety of artistic styles and forms in dramatic arts
- Identify and express arts concepts in music, dance, drama and visual arts
- Reflect on, interpret, and revise own work and/or works of others in the visual arts
- Compare and contrast formal design, style, and structure within each discipline (music, dance, drama and visual art)
- Examine and construct meaning from dramatic works
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Evaluate personal artistic creations and those of others using vocabulary from music, dance, drama and visual arts

Specific Activities:

- **AH-E-3.1.41** Create and perform using creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling)
- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end

Suggested Activities:

- Use of warm-up activities which allow students to become comfortable with the manipulation of dramatic elements
- Reading plays with students assuming the role of characters
- Creating dramatic interpretations (Reader's Theatre) of excerpts from books or stories while identifying dramatic elements with appropriate terminology
- Observing, evaluating and writing about dramatic works based upon the recognition of dramatic elements, while using appropriate terminology
- Practicing and performing dramatic works with alterations to dramatic elements (varying scenery, costumes or vocal expression, etc.)
- Creating as individuals or small groups, dramatic scenes which communicate narratives, ideas or emotions
- Reflecting upon and writing about the meaning of dramatic works as communicated through various dramatic elements
- Practice in performing and recognizing improvisation, mimicry, pantomime, role-playing and story-telling
- Improvising and creating dramatic pieces with a clear beginning, middle and end
- Discussing different venues for the performance of dramatic works (live performance, film, television)
- Evaluating, interpreting, revising dramatic works and performances

Critical Vocabulary:

Plot, story line, beginning, middle, end, dialogue, monologue, conflict, improvise, action, scenery, costumes, props, sound and music, makeup, roles, character, movement, vocal expression, speaking style, listening, acting, storytelling, settings, scenario, script, critique, mimicry, pantomime, role playing

INTERMEDIATE DRAMA: FIFTH GRADE // HISTORICAL/CULTURAL CONTEXT

PROGRAM OF STUDIES:

Performance Standard

Students will communicate recognition of specific cultures, periods and styles within dramatic works

Performance Standard

Students will examine the effects of time, place and personality on dramatic works

Performance Standard

Students will create products or performances to demonstrate drama from diverse cultures

Performance Standard

Students will describe and discuss theatre's roles in and contributions to communities

ACADEMIC EXPECTATION(S):

2.22 – Students create products and make presentations that convey concepts and feeling in the human experience through their productions, performance or interpretations

2.23 – Students analyze their own and others' artistic products and performances

2.24 – Students appreciate creativity and the values of the arts and the humanities

2.25 – Through their productions and performances or interpretation, students show an understanding of the influence of time, personality and society on the arts and humanities

2.26 – Students recognize differences and commonalities in the human experience through their productions, performances or interpretations

Core Content for Assessment:

AH-E-3.2.31 – Discuss the effects of time and place on dramatic works

AH-E-3.2.32 – Discuss specific cultures (Native American, West African), periods (Colonial American) and styles (folk tales, myths and legends) within dramatic works

Demonstrators:

- Observe, experience and explore a variety of artistic styles and forms in drama
- Identify and express arts concepts in drama
- Describe reaction to dramatic works and performances using basic vocabulary
- Recognize the role of the artist in drama
- Compare and contrast formal design, style and structure within each discipline, (music, dance, drama and visual art)
- Communicate recognition of the diversity of art forms and structures in music, dance, drama and visual arts
- Demonstrate through products or performances, forms of drama
- Respond to the expressive qualities of drama
- Express openness to differences and commonalities among diverse cultures
- Investigate and communicate the differences and commonalities in the artistic expressions of drama from diverse cultures
- Examine the effects of time, place, and personality on dramatic forms and performance practices
- Recognize and demonstrate arts concepts used to describe feelings
- Begin to formulate personal values based on the perception and reaction to the expressive qualities of drama

Demonstrators Continued:

- Evaluate personal artistic creations and those of others using appropriate vocabulary
- Reflect on, interpret, and revise own work and/or works of others in drama

Specific Activities:

- **AH-E-3.1.41** – Create and perform using creative dramatics (improvisation, mimicry, pantomime)
- **AH-E-3.1.42** – Create a performance using the elements of production representing specific cultures, periods and styles (folktales, myths and legends of West Africa, Native America and Colonial America)
- **AH-E-3.1.43** – Improvise to tell stories that show action and have a clear beginning, middle and end.

Suggested Activities:

- Reading, watching, discussing and writing about dramatic works from West African, Native American and Colonial American cultures
- Creating dramatic scenes based on themes and using elements common in West African, Native American and Colonial American cultures
- Comparing and contrasting, in discussions and writings, dramatic works from West African, Native American and Colonial American cultures
- Discussing and writing about the effects of time, place and personality on dramatic works

Critical Vocabulary:

Culture, dramatic works, beginning, middle, end, folk tales, myths, legends