

KPBSD Drama Curriculum

5th & 6th Grades

Subject(s)	Drama
Grade/Course	5 th & 6 th
Process Standard	Create

Priority Alaska State Arts Standards	
Anchor 3 – Refine and complete artistic work.	
Supporting Standards Anchor 1 – Generate and conceptualize artistic ideas and work. Anchor 2 – Organize and develop artistic ideas and work.	
Essential Questions	Corresponding Big Ideas
How do theatre artists transform and edit their initial ideas?	Theatre artists refine their work and practice their craft through rehearsal. Theatre artists rely on intuition, curiosity, and critical inquiry.
Concepts	
<ul style="list-style-type: none"> • Scripted Drama • Imagined Worlds • Given Circumstances • Design • Staging • Improvise 	
Skills	
At this level students need to be able to:	
<ul style="list-style-type: none"> • Identify possible solutions to design and staging challenges in a drama/theater work. • Collaborate on solutions to design and technical problems that arise in rehearsal for a drama/theater work. • Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work. • Create roles, imagined worlds, and improvised stories in a drama/theater work. • Articulate and examine choices to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work. • Participate in methods to devise original ideas for a drama/theater work by asking questions about characters and plots. • Imagine and articulate ideas for costumes, props, and sets for the environment and characters in a drama/theater work. • Imagine and collaborate to determine how characters might move and speak to support the story and given circumstance in drama/theater work. • Make and discuss group questions and identify responsibilities required to present a drama/theater work to peers. • Revise and improve an improvised or scripted drama/theater work through repetition and collaborative review. 	

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Grade/Course	5 th & 6 th
Process standard	Perform

Priority Alaska State Arts Standards	
Anchor 5 – Develop and refine artistic work for presentation.	
Supporting Standards Anchor 4 – Select, analyze, and interpret artistic work for presentation. Anchor 6 – Convey meaning through the presentation of artistic work.	
Essential Questions	Corresponding Big Ideas
<p>What can I do to fully prepare a performance or technical design?</p> <p>Why are strong choices essential to interpreting a drama or theatre piece?</p>	<p>Theatre artists develop personal processes and skills for a performance or design.</p> <p>Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.</p> <p>Theatre artists make strong choices to effectively convey meaning.</p>
Concepts	
<ul style="list-style-type: none"> • Dialogue • Technical Elements • Events • Staging • Character • Plot • Acting Techniques 	
Skills	
At this level students need to be able to:	
<ul style="list-style-type: none"> • Identify the essential events in a story or script that make up the dramatic structure in a drama/theater work. • Role-play familiar situations and stories. • Tell stories based on personal experience and imagination. • Dramatize rhymes and finger plays. • Perform Readers’ Theatre, perform a simple play or puppet show. • Retell/perform stories, poems, songs, and tales, from various cultures, including Alaskan Native legends and tales. • Pantomime a given situation (eating an ice cream, a scenario on the playground, etc.). • Initiate dramatic play (playhouse, store, or hospital). • Experiment with various physical choices to communicate character in a drama/theater work. • Investigate and modify how movement and voice are incorporated into drama/theater work. • Make physical choices to develop a character in a drama/theater work. • Practice, share, and present drama/theater work informally to an audience. • Demonstrate the use of technical elements in a drama/theater work. • Write a simple script individually or collaboratively. • Become familiar with downstage, upstage, stage right, and stage left vocabulary. • Demonstrate proper rehearsal and performance etiquette. 	

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Process standard	Respond

Priority Alaska State Arts Standards	
Anchor 9 – Apply criteria to evaluate artistic work.	
Supporting Standards Anchor 7 – Perceive and analyze artistic work. Anchor 8 – Interpret intent and meaning in artistic work.	
Essential Questions	Corresponding Big Ideas
How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work. Theatre artists’ interpretations of drama/theatre works are influenced by personal experiences and aesthetics.
Concepts	
<ul style="list-style-type: none"> • Gesture, Posture, and Emotions • Technical Elements • Theme • Prop • Costume • Audience’s Perspective • Circumstances • Character • Vocal Intonation • Physiological Changes 	
Skills	
At this level students need to be able to:	
<ul style="list-style-type: none"> • Discuss the use of theater elements in a live play verses a movie or television production. • Discuss and practice appropriate audience skills. • Explain/write personal reactions to artistic choices made in a drama/theatre work through participation and observation. • Consider multiple personal experiences when participating in or observing a drama/theater work. • Examine how connections are made between oneself and a character’s emotions in drama/theater work. • Compare and contrast the qualities of characters in a drama/theater work through physical characteristics and props or costume design that reflect cultural perspectives. • Propose and implement a plan to evaluate drama/theater work. • Consider and analyze technical elements from multiple drama/theater work(s). • Evaluate and analyze problems and situations in drama/theater work(s). • Study and interpret Alaska Native dance/drama. • Discuss how a dramatic presentation connects to one’s life. 	