

KPBSD Drama Curriculum Kindergarten

Subject(s)	Drama
Grade/Course	Kindergarten
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"> • Dramatic Play • Imaginary Elsewhere • Staging • Given Circumstances 	
Skills	
At this level students need to be able to:	
<p>With prompting and support:</p> <ul style="list-style-type: none"> • Invent and inhabit an imaginary elsewhere in a dramatic play or guided drama experience (process drama, story drama, and creative drama). • Use non-representational materials to create props, puppets, and costume pieces for dramatic play or a guided drama experience. • Interact with peers and contribute to dramatic play or guided drama experience. • Express original ideas in a dramatic play or guided drama experience. • Ask and answer questions in a dramatic play or guided drama experience. 	

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Subject(s)	Drama
Grade/Course	Kindergarten
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"> • Dramatic Play • Drama Experience • Staging • Process Drama • Story Drama • Creative Drama • Role Play 	
Skills	
At this level students need to be able to:	
<p>With prompting and support:</p> <ul style="list-style-type: none"> • Understand that voice and sound are fundamental to dramatic play and guided drama experiences. • Explore and experiment with various technical elements in dramatic play or a guided drama experience. • Identify characters and setting in dramatic play or a guided drama experience. • Use voice and sound in a dramatic play or a guided drama experience. 	

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Subject(s)	Drama
Grade/Course	Kindergarten
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 • Prop • Setting • Costume • Circumstances • Preference • Character 	
Skills	
At this level students need to be able to:	
With prompting and support: <ul style="list-style-type: none"> • Express an emotional response to characters in dramatic play or a guided drama experience. • Identify preferences in dramatic play, a guided drama, or age appropriate theater performance. • Name and describe settings in dramatic play or a guided drama experience. • Actively engage with others in dramatic play or a guided drama experience. 	