

# KPBSD Drama Curriculum

## 1<sup>st</sup> & 2<sup>nd</sup> Grades

<b>Subject(s)</b>	Drama
<b>Grade/Course</b>	1 <sup>st</sup> & 2 <sup>nd</sup>
<b>Process Standard</b>	Create

Priority Alaska State Arts Standards	
Anchor 3 – Refine and complete artistic work.	
<b>Supporting Standards</b> 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"> <li>• Characters</li> <li>• Plot</li> <li>• Props</li> <li>• Gestures and Movement</li> <li>• Scenery</li> <li>• Staging</li> <li>• Dialogue</li> <li>• Costumes</li> </ul>	
Skills	
At this level students need to be able to:	
In a guided drama experience: <ul style="list-style-type: none"> <li>• Propose potential new details to a plot and story.</li> <li>• Collaborate with peers to conceptualize costumes, props, and scenery.</li> <li>• Identify ways in which gestures, voice, sound, and movement may be used to create or retell a story.</li> <li>• Contribute and/or collaborate with peers to develop a sequential plot with meaningful dialogue.</li> <li>• Contribute to the adaptation of the plot and dialogue.</li> <li>• Identify similarities and differences in sounds and movements; adapt sounds and movements.</li> <li>• Generate and collaborate to imagine multiple representations of a single object.</li> </ul>	

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<b>Process standard</b>	Perform

<b>Priority Alaska State Arts Standards</b>	
Anchor 5 – Develop and refine artistic work for presentation.	
<b>Supporting Standards</b> 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
What can I do to fully prepare a performance or technical design?  Why are strong choices essential to interpreting a drama or theatre piece?	Theatre artists develop personal processes and skills for a performance or design.  Theatre artists share and present stories, ideas, and envisioned worlds to explore the human experience.  Theatre artists make strong choices to effectively convey meaning.
<b>Concepts</b>	
<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Drama Experience</li> <li>• Story Elements (characters, setting, dialogue, and plot)</li> <li>• Technical Elements (sound, costume, lights, music, props, and makeup)</li> </ul>	
<b>Skills</b>	
<b>At this level students need to be able to:</b>	
In a guided drama experience: <ul style="list-style-type: none"> <li>• Describe and/or interpret a story’s character actions and dialogue and story elements.</li> <li>• Use body, face, gestures, and voice to communicate character traits and emotions (articulate nuances of character).</li> <li>• Identify and understand physical movement and demonstrate the relationship between and among body, voice, and mind.</li> <li>• Identify and explore technical elements that can be used.</li> <li>• With prompting and support, use movement and gestures to communicate emotions.</li> <li>• Contribute to group drama experiences and informally share with peers and/or audience.</li> </ul>	

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<b>Process standard</b>	Respond

Priority Alaska State Arts Standards	
Anchor 9 – Apply criteria to evaluate artistic work.	
<b>Supporting Standards</b> 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"> <li>• Gesture, Posture, and Emotions</li> <li>• Prop</li> <li>• Setting</li> <li>• Costume</li> <li>• Circumstances</li> <li>• Preference</li> <li>• Character</li> </ul>	
Skills	
At this level students need to be able to:	
In a guided drama experience: <ul style="list-style-type: none"> <li>• Recognize when artistic choices are made.</li> <li>• Explain how personal preferences and emotions affect an observer’s response in an age appropriate theater performance.</li> <li>• Identify causes and consequences of character actions.</li> <li>• Explain or use text or pictures to describe how other’s emotions and choices may compare to the emotions and choices of characters.</li> <li>• Collaborate on a scene.</li> <li>• Use a prop or costume in a drama to describe characters, setting, or events.</li> <li>• Describe how characters respond to challenges.</li> </ul>	