

Fifth Grade Theatre Curriculum

Unit: Elements of Dramatic Stories		Time: September- October	Standards:
Essential Questions	Enduring Understandings		1.1.5.C.3 Analyze the use of technical theatrical elements to identify how time, place, mood, and theme are created.
<ul style="list-style-type: none">• What makes a story dramatic?	<ul style="list-style-type: none">• Playwrights write scripts.• Monologues are performed by one character.• Conversation between two or more characters is called dialogue.• Stage directions are used in scripts to tell what is going on during the play or musical.• Cues are created to tell when things happen during a play or musical.• The director is responsible for the artistic vision necessary to create the play or musical.• The stage manager is responsible for "running" the show.• Many designers and technicians work behind the scenes to help create the spectacle of theatre.• Actors use what they have personally experienced and how they felt during those experiences to create characters.• The protagonist is the major character in a story.• The antagonist opposes the protagonist.• The structural elements of plot are exposition, complication, crisis, climax and resolution.• These elements are used to analyze story in theatre.• Many themes and conflicts in plays and musicals are based on societal issues and struggles of opposing forces.• Beliefs and traditions from cultural groups can create compelling theatre.		1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.
Benchmark Assessment(s)			1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
<ul style="list-style-type: none">➤ Adapt a story, folktale, legend, or myth into a scripted short play. The play should have an antagonist, protagonist, clear exposition, conflict, climax, and resolution. Include simple costumes, setting, and props.			Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
			Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

Fifth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Performance
 - Create a monologue for a character, identifying character traits in gesture and voice
 - Develop possible dialogue for a script through improvisational versions of scenes
- Playwriting
 - Write a draft script using script format for dialogue
 - Include stage directions in script
 - Identify cues
 - Identify setting (when & where) through dialogue and stage directions
 - Time of day
 - Time of year
 - Time in history
- Director/Stage Manager
 - Identify responsibilities of off-stage roles in performance: director and stage manager
 - define unified artistic vision for a performance
- Technical Theatre
 - Identify and practice the roles of various off-stage roles of designers in theatre:
 - Lighting
 - Sound
 - Costumes
 - Make-up
 - Props
 - Set
- Acting
 - Use sense memory in creating character and in improvisation
 - Identify the protagonist and the antagonist in a drama
 - Describe several sources of conflict in drama: internal, external, environmental, social, political, etc.
- Plot
 - Demonstrate exposition of character, setting and plot using the actor's tools
 - Create a compelling complication in a drama
 - Show plot points rising to a crisis in a drama
 - Show the climax and resolution of a drama
- Analysis
 - Analyze beliefs and traditions of a dramatic style or genre, considering cultural groups, history, and societal issues

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Fifth Grade Theatre Curriculum

Vocabulary: Script, Monologue, Dialogue, Playwright, Stage Directions, Cues, Director, Artistic Vision, Stage Manager, Technical Theatre- Lighting, Sound, Costume, Design/Construction, Make-Up, Props, Set Design/Construction, Technical Artist, Spectacle, Sense Memory, Protagonist, Antagonist, Exposition, Complication, Crisis, Climax, Resolution, Theme, Conflict

Cross-Curricular Connections

21st Century Skills: *CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason.*

Technology: *8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.*

SEL: *Utilize positive communication and social skills to interact effectively with others.*

Language Arts or Math: *RL.5.7.: Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).*

Fifth Grade Theatre Curriculum

Unit: Theatre of Different Cultures		Time: November- December	Standards:
Essential Questions	Enduring Understandings		1.3.5.C.1 Create original plays using script-writing formats that include stage directions and technical theatrical elements, demonstrating comprehension of the elements of theatre and story construction.
<ul style="list-style-type: none">• How can we learn about a society through its stories?	<ul style="list-style-type: none">• Our heritage has always been comprised of people from every part of the world.• Some cultural groups blend into American culture while others retain many of their traditional customs.• Many Americans can trace their ancestry to another country.• People are motivated to immigrate for different reasons.• Rich stories are derived from the various situations arising from the immigrants' journeys.• Some people and groups assimilated quickly, some gradually, and some remained isolated.• Various cultures tell their stories in traditional ways. Many stories deal with life and death struggles.• Some stories deal with loss of history, family, and material goods.• Some struggles provide the basis for humorous stories.• Historical stories provide opportunities to create props and costumes that reflect the various ethnic and cultural groups.		1.2.5.A.2 Relate common artistic elements that define distinctive art genres in dance, music, theatre, and visual art.
Benchmark Assessment(s)			1.2.5.A.3 Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
<ul style="list-style-type: none">➤ Working with an ensemble, explore several stories about people seeking a new life in America. Select one story to dramatize and create a script using technical terms. Design and select/create sets, props, and costumes.			Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
			Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

Fifth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Comprehension
 - Read stories of diverse cultural contributions to American society
 - Honor the unique qualities of many cultures
 - Acknowledge immigrant struggles to adjust to American society
- Reflection
 - Appreciate beliefs and traditions of different cultural groups
- Exploration
 - Research personal family stories of immigrating to America
 - Read various accounts of different immigrant cultures
 - Discover universal themes in literature and life
- Analysis
 - Compare and contrast personal immigrant stories
- Compare and contrast the complex motivations for immigration
- Improvisation
 - Improvise immigrant situations based on fiction and nonfiction accounts
 - Establish specific objectives and motivations for struggles
 - Include vocal and physical expressions unique to each culture's storytelling forms
- Dramatization
 - Select a story and develop a performance piece
 - Choose appropriate style and mood to tell the story
- Design
 - Create or collect props, costume and set pieces that reflect the culture depicted in the story

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Melting Pot, Heritage, Customs, Traditions, Ancestry, Culture, Motivation, Immigrate, Universal Themes, Complex Ideas, Assimilation, Isolation, Storytelling forms, Interpretation, Production Design

Cross-Curricular Connections

21st Century Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason.

Technology: 8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

SEL: Utilize positive communication and social skills to interact effectively with others

Language Arts or Math: RI.5.5.: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Fifth Grade Theatre Curriculum

Unit: Contributions to World Theatre Time: January- February		Standards: 1.3.5.C.2 Demonstrate how active listening skills, vocal variety, physical expression, stage business, sensory recall, concentration, and focus affect meaning in scripted and improvised performances. 1.4.5.A.1 Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications. 1.4.5.A.2 Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view. 1.4.5.A.3 Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
Essential Questions <ul style="list-style-type: none">• How does society influence American theatre?	Enduring Understandings <ul style="list-style-type: none">• Musical theatre developed from specifically American entertainment styles.• Other countries have emulated American musical theatre.• Musical theatre chronicles changes in society.• Musical theatre is an agent of change for society.• Musical theatre has incorporated developments in technology.• Many types of artists are necessary to create a musical.• Production of a musical requires multiple types of artists.• Frequently material for musicals is adapted from other sources.• Performers are skilled in acting, singing and dancing.• Performers may work as soloist, small ensemble member or chorus.	
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Working with an ensemble, participate in a scene from an American musical that includes spoken dialogue and a choreographed song. Reflect upon the theme and ideas of your American musical scene in your journal.		Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
		Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

Fifth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Comprehension
 - Understand the history and development of American musical theatre
 - Identify the entertainment styles that influenced American musicals
 - View examples of American musical theatre
 - Understand that musicals have a book, songs, music and choreography
 - Discern that several types of directors work together to stage the musical
 - Trace the primary sources of material used in American musicals
- Exploration
 - Experiment with different performance styles and skills
- Analysis
 - Compare American societal changes with the development of musical theatre
 - Realize that sometimes musicals cause society to change
 - View technical aspects of musical theatre
- Collaboration
 - Work in groups to design musical theatre scenes
- Performance
 - Improvise acting scenes from musicals
 - Perform choreographed dance
 - Create original choreography
 - Explore different ways of delivering a song
 - Perform as soloist, small ensemble and chorus member

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Musical Theatre, Collaboration, Soloist, Small Ensemble, Chorus

Cross-Curricular Connections

21st Century Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason.

Technology: 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

SEL: Utilize positive communication and social skills to interact effectively with others

Language Arts or Math: RI.5.3.: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Fifth Grade Theatre Curriculum

Unit: Theatre Company		Time: March- April	Standards:
Essential Questions <ul style="list-style-type: none">• How does a theatre company function?	Enduring Understandings <ul style="list-style-type: none">• Theatre productions require intense cooperation from a variety of personnel.• All theatrical jobs are essential for a successful performance.• Melodrama is a distinct type of theatre with a specific set of conventions.• Melodrama developed in early America in response to the type of entertainment welcomed by audiences.• Other types of early American theatre were popular.• Costuming, sets, sound effects, and music reflect authentic early American melodrama.• Acting style is exaggerated and based on stereotypical characters.• Audience responses can be spontaneous or designed as part of the production.• Melodramatic conventions invoke overt audience responses.		1.4.5.B.1 Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria. 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design. 1.4.5.B.5 Distinguish ways in which individuals may disagree about the relative merits and effectiveness of artistic choices in the creation and performance of works of dance, music, theatre, and visual art.
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Work with your class to create a theatre company and perform a melodrama. Create a rubric to evaluate the performances of classmates and conduct a small group discussion on findings. Students should practice giving critiques using technical terms. In your journal compare/contrast different types of early American theatre.			Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
			Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

Fifth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Cooperation
 - Develop a concept for the production
 - Select specific theatrical jobs: artistic, technical and organizational
 - Meet regularly to share ideas
- Production
 - Rehearse including all melodramatic conventions
 - Coordinate all technical elements of production
 - Promote attendance
- Research
 - Review in depth the conventions of melodrama
 - Investigate other early American types of theatre
 - Compare and contrast melodrama with another form of theatre
- Coordination
 - Develop a consistent authentic style throughout all production elements
 - Communicate and revise regularly throughout rehearsal process
- Comprehension
 - Consider spontaneous responses during rehearsal and
 - invite a small audience during the process
 - Design audience interactive moments based on melodramatic conventions

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Stereotypical Characters, Stylization

Cross-Curricular Connections

21st Century Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason.

Technology: 8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

SEL: Utilize positive communication and social skills to interact effectively with others

Language Arts or Math Language Arts or Math: RI.5.5.: Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

Fifth Grade Theatre Curriculum

Unit: Interpreting Theatrical Presentations	Time: May- June	Standards: 1.4.5.B.2 Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers. 1.4.5.B.3 Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art. 1.4.5.B.4 Define technical proficiency, using the elements of the arts and principles of design.
Essential Questions <ul style="list-style-type: none">• Why are both dramatic and technical elements important in a critique?	Enduring Understandings <ul style="list-style-type: none">• Appreciation of live theatre is based on aesthetic standards.• Creating criteria for all facets of theatre elevates audience response.• A set of aesthetic criteria refines observation skills.• Concentration is increased while evaluating a production.• A live performance is a collaboration of many different artists and technicians. Use of criteria determines the content of a critique.• The work of the director, actors, technical artist and playwright provide the basis for critiquing live theatre production.	Other Assessments <ul style="list-style-type: none">✓ Teacher observation✓ Student Growth Objectives✓ Dress Rehearsals✓ Final performances
Benchmark Assessment(s) <ul style="list-style-type: none">➤ Develop criteria for critiquing the work of actors, director, writer and technical artists in a theatrical performance. Using the vocabulary of theatre, write a critique of the performance you attended.		Materials <ul style="list-style-type: none">• Music & Audio player: CD, radio, Bluetooth speaker, iPod• Students should wear appropriate clothing and footwear

Fifth Grade Theatre Curriculum

SUGGESTED ACTIVITIES

- Development
 - Create criteria based on work of director, actor, technical artist and playwright
- Application
 - Record observations on criteria graphic organizer
 - Notice technical elements of the production
- Evaluation
 - Use observations to complete the rubric
 - Write a critique of the production based on the criteria developed
 - Share critiques with classmates

REINFORCEMENT

- Provide written, visual, auditory, and hands on manipulatives/activities to meet all learning styles.
- Modify worksheets for individual needs, use leveled support materials, peer tutoring and individualize instruction for special needs and accelerated students.
- Allow students to revise, rethink, and refine their understanding of the topics covered: Use subject matter questioning to review and activate prior learning.
- Give timely feedback on formative assessments and allow time for review.
- Work cooperatively with classmates.

ENRICHMENT

- Allow students to use technology to express themselves through another medium.
- Allow students to create a multimedia presentation.
- Have students view great performances through online video.
- Use recording techniques to record and evaluate skills learned.

Vocabulary: Director, Technical Artist, Playwright, Actor, Aesthetic Valuing, Rubric, Collaboration, Critique, Aesthetic Valuing

Cross-Curricular Connections

21st Century Skills: CRP2: Apply appropriate academic and technical skills. CRP4: Communicate clearly and effectively and with reason.

Technology: 8.1.5.A.3 Use a graphic organizer to organize information about a problem or issue.

SEL: Utilize positive communication and social skills to interact effectively with others

Language Arts or Math W.5.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.