

3rd - 5th Pleasant Ridge Drama Grade Scope & Sequence

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Pleasant Ridge Drama
3rd Grade Scope & Sequence

	Unit	National Core Arts/Common Core State Standards Addressed	Learning Targets	Learning Activities & Formative Assessments	Summative Assessment
Trimester 1	Introduction to Drama Skills	TH:Pr5.1.3 a. Participate in a variety of physical, vocal, and cognitive exercises that can be used in a group setting for drama/theatre work. b. Identify the basic technical elements that can be used in drama/theatre work.	I can define and demonstrate <i>concentration</i> .	Introduce game "Follow the Pattern" and fill in Drama Map	Drama skills matching quiz (use Drama Map as study guide).
			I can define and demonstrate <i>communication</i> .	Verbal vs. non-verbal, introduce game "Poison Frog", fill in Drama Map	
			I can define and demonstrate <i>active listening</i> .	What does it look like? Introduce game "Telephone" and fill in Drama Map	
			I can define and demonstrate <i>imitation</i> .	What does it mean? Revisit "Follow the Pattern" and fill in Drama Map	
			I can define and demonstrate <i>transformation</i> .	What does it mean? Statue creator activity, Human Mirrors and fill in Drama Map	
			I can define and demonstrate <i>cooperation</i> .	What does it look like? "Shrink the Square" activity, fill in Drama Map	
			I can define and demonstrate <i>imagination</i> .	What does it mean? "Living Statues" activity, introduce "Night at the Museum" game, fill in Drama Map	
Trimester 2	Pantomime	TH:Pr4.1.3 b. Investigate how movement and voice are incorporated into drama/theatre work.	I can define pantomime and explain how it is used in Drama. I can clearly and specifically pantomime a given action.	"What is Pantomime?" discussion, definition exit slip Introduce "Ice Wizard" game Pantomime Charades	Teacher observation, use Pantomime Proficiency Scale
	Storytelling	TH:Cr1.1.3 a. Create roles, imagined worlds, and improvised stories in a drama/theatre work. c. Collaborate to determine how characters might move and speak to support the story and given circumstances in drama/theatre work. TH:Pr6.1.3 a. Practice drama/theatre work and share reflections individually and in small groups. TH:Re7.1.3 a. Understand why artistic choices are made in a drama/theatre work.	I can identify the characters in a story and demonstrate how I can transform my body into each character.	Read "Turtle By The Pond", students act out each character individually while teacher reads.	Storytelling Group Performance rubric
			I can clearly and specifically transform my body into characters or scenery from a story.	"Turtle By The Pond", students act out the story with a partner while teacher reads. Students act out the story as a whole group.	
			I can think about a character and make specific choices to transform my body into a character.	Read "The Mindless Woman", students act out situations (pick up a pillow, pick up a pumpkin, carry a pumpkin like it's a baby, you've seen a ghost! etc)	
			I can work with a group to create a plan for how we will act out a story.	Read "The Sleeping Lion". Students meet with assigned groups to develop a performance plan.	
			I can work cooperatively with a group to use my body and voice to act out a story.	"The Sleeping Lion": Discuss/review cooperation. Create a list of cooperation words. Student groups each pick one word to focus on to facilitate cooperation.	
			I can work cooperatively with a group to create a performance.	"The Sleeping Lion": Students work in groups to create a performance-ready retelling of the story.	
Trimester 3	Scripts	TH:Cr2.1.3 b. Compare ideas with peers and make selections that will enhance and deepen group drama/theatre work. TH:Pr6.1.3	I can define the parts of a script and explain why each part is important to understanding	Script matching activity	Script quiz, teacher observation of group script reads

		<p>a. Practice drama/theatre work and share reflections individually and in small groups.</p> <p>TH:Re7.1.3 a. Understand why artistic choices are made in a drama/theatre work.</p> <p>TH:Gn11.2.3 a. Explore how stories are adapted from literature to drama/theatre work.</p> <p>b. Examine how artists have historically presented the same stories using different art forms, genres, or drama/theatre conventions.</p> <p>CCSS 3.RL.5 Explain how stories, dramas, and poems are written in different forms (e.g. chapter, scene, stanza).</p>	<p>I can explain the importance of stage directions and identify the difference between a what and a how direction.</p>	<p>Class discussion/stage direction acting activity</p>	
			<p>I can create my own stage directions that make sense in a script.</p>	<p>Stage directions writing activity</p>	
			<p>I can work with a group to act out a reader's theatre scene when we are given the script.</p>	<p>Small group reader's theatre (minimal movement); presentation optional</p>	

Pleasant Ridge Drama
4th Grade Scope & Sequence

	Unit	National Core Arts/Common Core State Standards Addressed	Learning Targets	Learning Activities & Formative Assessments	Summative Assessment
Trimester I	Scenes & Character Traits	TH:Cr2.1.4 a. Collaborate to devise original ideas for a drama/theatre work by asking questions about characters and plots. b. Make and discuss group decisions and identify responsibilities required to present a drama/theatre work to peers. CCSS.ELA-LITERACY.RL.4.3 Describe in depth a character , setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). CCSS.ELA-LITERACY.W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	I can define what a character trait is.	Introduce character traits and create character trait list	Scene acting project
			I can act out character traits.	Character trait charades	
			I can identify a character's traits from a scene.	Character trait performance – writing	
			I can use my understanding of character traits to act out a character.	Character trait performance – acting	
	Stage Directions	TH:Cr1.1.4 b. Visualize and design technical elements that support the story and given circumstances in a drama/theatre work. c. Imagine how a character might move to support the story and given circumstances in a drama/theatre work.	I can explain how stage directions are named.	Introduce stage map	Stage directions quiz
			I can find stage directions on the stage: stage right, stage left, upstage, downstage and center stage.	Stage tic-tac-toe	
			I can label a map of the stage.	Complete stage map puzzle	
	Theatre Map	Grade 4 TH:Re9.1.4 b. Investigate how technical elements may support a theme or idea in a drama/theatre work.	I can identify the parts of a theatre and explain the purpose of each part. I can create an appropriately-labeled map of the theatre.	Theatre parts worksheet Create theatre map	Create theatre map
	Theatre Careers	CCSS.ELA-LITERACY.W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	I can put information from a text in my own words. I can explain information using a visual aid.	Theatre jobs student research worksheet Theatre jobs presentation	Theatre jobs research project and group presentations

Trimester 2	Musical	<p>TH:Pr6.1.4 a. Share small-group drama/theatre work, with peers as audience.</p> <p>TH:Re8.1.4 a. Compare and contrast multiple personal experiences when participating in or observing a drama/theatre work.</p>	I can participate in a read-through.	Read through of script	4 th grade musical performance!
			I can use levels to create a stage picture.	Create stage picture (with student input)	
			I can say my memorized lines loudly, clearly and with expression.	Rehearse individual scenes (without scripts)	
			I can demonstrate smooth transitions between scenes.	Rehearse multiple scenes consecutively	
			I can participate fully in a musical production.	Dress rehearsals/performance	
			I can reflect thoughtfully on my participation in a musical performance.	Dear 4 th grader ... reflection letter	
Trimester 3	Improv (mini-unit)	<p>TH:Cr3.1.4 a. Revise and improve an improvised or scripted drama/theatre work through repetition and collaborative review.</p> <p>b. Develop physical and vocal exercise techniques for an improvised or scripted drama/theatre work.</p>	I can state and explain the rules of improv.	Improv videos, rules of improv	Exit slip – improv rules (formative) Improv games – participation
			I can participate effectively in a variety of improvisation activities.	Improv games: "I brought you a present!", expert speeches, party quirks	
	Shakespeare	<p>Grade 4 TH:Pr4.1.4 a. Modify the dialogue and action to change the story in a drama/theatre work.</p> <p>b. Make physical choices to develop a character in a drama/theatre work.</p> <p>TH:Pr6.1.4 a. Share small-group drama/theatre work, with peers as audience.</p>	I can explain who Shakespeare was and why he was important to theatre.	Shakespeare text scavenger hunt	Final reflection
			I can act out a Shakespearean scene using a translation from the original language.	Shakespeare translation activity: Read Shakespeare lines as a class and attempt to translate to modern English. View video clips to support understanding.	
Poetry	<p>TH:Pr6.1.4 a. Share small-group drama/theatre work, with peers as audience.</p>	I can use ideas and details to determine a theme in a poem.	Theme identification activity: How does theme influence the way we read?	Poetry performance	

			I can create a performance of a poem using my understanding of the theme.	Students work with a partner or small group to create an interpretation of a poem	
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Pleasant Ridge Drama
5th Grade Scope & Sequence

	Unit	National Core Arts/Common Core State Standards Addressed	Learning Targets	Learning Activities & Formative Assessments	Summative Assessment	
Trimester I	Public Speaking	<p>CCSS.ELA-LITERACY.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>CCSS.ELA-LITERACY.W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p>	I can identify what strong public speaking looks like.	Students watch example speeches (from past years and adult speakers) and evaluate strengths and weaknesses. Fill out public speaking T-chart.	Speech delivered for class (or privately, or on video) graded using Public Speaking Rubric	
			I can write an informational speech about a topic that I think is interesting.	Students pick a topic of interest and write a short speech (5-6 sentences) about their topic based on what they already know.		
			I can reflect on my own rehearsals in order to make my final performance better.	Students rehearse their speeches independently and with a partner. Complete partner evaluation.		
			I can present a performance to a small audience and accept feedback	In groups of 5-6, students take turns sharing their speeches. Each audience member shares one praise and one constructive criticism.		
			I can use my active listening skills in order to interview a classmate.	Students select interview questions and meet with a partner. Complete partner interviews. (Interview packet)		
			I can write an organized informational paragraph speech about a classmate.	Students write their information into a paragraph (6-7 sentences) speech.		
			I can focus on my body (posture, eye contact and facial expressions) while rehearsing my speech.	Students practice speeches focusing on their body language.		
			I can focus on my voice (loud, clear and with expression) while rehearsing my speech.	Students practice speeches focusing on their voices.		
			I can demonstrate excellent audience behavior while listening to others' performances.	Students watch peer performances.		
			I can reflect thoughtfully on my own work as a part of a group and on my own performance.	Students complete self reflection/evaluation.		
	Set & Costume Design and PLAY			I can explain the jobs of designers and determine why their work is important to theatre.	Intro class discussion	Intro thinksheet
				I can read a script and determine the characters and setting and explain important characteristics of each.	Students read their plays in groups and discuss characters & setting	
				I can use the PLAY mnemonic to act out a scene with a group.	Students will ... <ul style="list-style-type: none"> • Create a Plan for a performance • Learn their parts by rehearsing • Ensure that their audience can see, hear and understand each actor • Establish that each actor is important to the production (Y) 	Mini performances & self-evaluation PLAY rubric (5 th grade)
				I can explain how set and costume designers come up with their ideas.	PowerPoint & videos	Individual written explanation

			I can create a set design (with a group) and a costume design (individually) using research and my own creativity.	Drawings	Design rubrics
Trimester 2	Monologues & Character Elements	TH:Cr1.15 a. Identify physical qualities that might reveal a character's inner traits in the imagined world of a drama/theatre work.	I can define monologue and explain how actors use monologues.	View monologue videos, create class definition of "monologue", identify characteristics of a well-done monologue performance. Students self-select a monologue for project.	Final monologue performance delivered for class
		c. Imagine how a character's inner thoughts impact the story and given circumstances in a drama/ theatre work.	I can identify character traits and explain how they influence my acting choices.	What are character traits? How do they help actors? Review: Character trait charades Introduce actor vs. text evidence , complete character traits chart, practice monologue while including character trait actor evidence	
		TH:Cr2.15 a. Devise original ideas for a drama/theatre work that reflect collective inquiry about characters and their given circumstances.	I can identify a character's emotions and explain how they influence my acting choices.	Emotions chart, practice monologue while including emotions actor evidence	
		TH:Cr3.15 a. Revise and improve an improvised or scripted drama/theatre work through repetition and self-review.	I can identify a character's motivation and explain how it influences my acting choices.	Motivation paragraph	
		b. Use physical and vocal exploration for character development in an improvised or scripted drama/theatre work.	I can identify a character's physical traits and explain how they influence my acting choices.	Physical trait drawing	
		TH:Pr4.15 a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.	I can create blocking and movement that is appropriate to my character and his or her traits, emotions, motivations and physicality.	Introduce blocking and movement. How do these help actors? How do we create them? What is the goal? Students practice monologue, writing down blocking and movement	
		b. Use physical choices to create meaning in a drama/theatre work	I can rehearse my monologue and both give and receive constructive feedback from a classmate.	Students rehearse with a partner and take turns sharing feedback to improve performance	
		TH:Re8.15 a. Justify responses based on personal experiences when participating in or observing a drama/theatre work.			
		c. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation in a drama/theatre work.	I can reflect thoughtfully on my own performance.	After the performance, students write a guided reflection about their preparation and performance	

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Trimester 3</p>	<p>Plot, Scripts & 5th grade performance</p>	<p>TH.Pr4.15 a. Describe the underlying thoughts and emotions that create dialogue and action in a drama/theatre work.</p>	<p>I can identify the parts of a plot and explain how plot is similar and different between reading and acting.</p>	<p>PIXAR plot activity</p>	<p>5th grade play festival performance for parents & families</p>
		<p>b. Use physical choices to create meaning in a drama/theatre work.</p>	<p>I can brainstorm possible plot lines for a writing activity.</p>	<p>Students brainstorm in small groups then share their ideas with the larger group. Large groups vote for one idea.</p>	
		<p>TH.Pr5.15 a. Choose acting exercises that can be applied to a drama/theatre work.</p>	<p>I can create a plot with all plot elements that will guide my writing.</p>	<p>Groups create plot on chart paper.</p>	
		<p>b. Demonstrate the use of technical elements in a drama/theatre work.</p>	<p>I can use a plot diagram to guide my writing.</p>	<p>Small groups start writing.</p>	
		<p>TH.Pr6.15 a. Present drama/theatre work informally to an audience.</p>	<p>I can revise and edit my writing.</p>	<p>Editing process.</p>	
		<p>TH.Re7.15 a. Explain personal reactions to artistic choices made in a drama/theatre work through participation and observation.</p>	<p>I can create blocking and movement for a scene.</p>	<p>Students design and create blocking and movement.</p>	
			<p>I can develop a performance-ready final product.</p>	<p>Students establish transitions, identify need for sound effects or incidental music, memorize scripts and create necessary costumes, props and set pieces.</p>	