

# Model Curriculum – The Arts

## Drama/Theatre 3-5

CLICK on the [blue](#) number code of each content statement to view the model curriculum page.

### Enduring Understandings

<b>Personal Choice and Vision</b>	Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.
<b>Critical and Creative Thinking</b>	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.
<b>Authentic Application &amp; Collaboration</b>	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
<b>Literacy:</b>	As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day

### Progress Points

**Students will, at the appropriate developmental level:**

- Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
- Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.
- Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.
- Interpret and transform new and traditional dramatic texts for informal and formal productions.
- Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
- Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.

GRADE	Cognitive and Creative Processes		
<b>3</b>	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><b>1CE</b> Identify the plot and retell the sequence of events in a story, play or theatre experience.</p> <p><b>2CE</b> Identify character types and relationships</p>	<p><b>1PR</b> Create the movement and expressive voice of a character to explain and solve problems encountered by the character.</p> <p><b>2PR</b> Use voice, movement, space and</p>	<p><b>1RE</b> Describe the visual, aural and kinetic elements present in stories and plays from various cultures.</p>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

<p>between characters including thoughts, feelings and information about them.</p> <p><b>3CE</b> Explain how the cultural and physical setting of a dramatic and theatrical work affects characterization.</p> <p><b>4CE</b> Differentiate dialogue from action in a specific piece of literature.</p> <p><b>5CE</b> Discuss the playwright’s intent in a script.</p> <p><b>6CE</b> Recognize and describe the roles of writers in live theatre, film, video and other media forms of the day.</p>	<p>physical objects to communicate a storyline and a character’s thoughts, feelings and ideas.</p> <p><b>3PR</b> Use various design components to create an appropriate and striking environment for a scene or story.</p> <p><b>4PR</b> Direct peers in performing a task in a dramatic situation.</p> <p><b>5PR</b> Express a character’s thoughts and feelings in writing.</p> <p><b>6PR</b> Use problem-solving and communication skills to dramatize a story or current event.</p> <p><b>7PR</b> Use elements and processes of theatre to integrate information from other academic content areas.</p>	<p><b>2RE</b> Identify universal characters and themes in stories and plays from various time periods and cultures.</p> <p><b>3RE</b> Compare and contrast the elements (e.g., plot, character, theme, and setting) of various narratives.</p> <p><b>4RE</b> Share personal opinions about a play or theatre experience and respectfully consider the opinions of others.</p> <p><b>5RE</b> Develop personal criteria to use for discussion, performance and evaluation of one’s own theatrical experiences.</p>
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GRADE	Cognitive and Creative Processes		
4	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><b>1CE</b> Connect events in a story to sustain a storyline and achieve resolution.</p> <p><b>2CE</b> Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout the history of Ohio.</p> <p><b>3CE</b> Explain how certain characters reflect time periods and cultures.</p> <p><b>4CE</b> Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience.</p> <p><b>5CE</b> Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.</p> <p><b>6CE</b> Identify where dramatic and theatrical</p>	<p><b>1PR</b> Create the movement and voice of a character to convey the character’s decisions, actions and motivation.</p> <p><b>2PR</b> Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.</p> <p><b>3PR</b> Create a variety of improvisations based on a dramatic theme.</p> <p><b>4PR</b> Direct peers in performing a dramatic task or action in two different ways.</p> <p><b>5PR</b> Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting).</p>	<p><b>1RE</b> Explain how manipulation of dramatic and theatrical elements brings about changes in performances</p> <p><b>2RE</b> Apply creative and critical reasoning processes to make personal connections to the drama material they encounter.</p> <p><b>3RE</b> Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience.</p> <p><b>4RE</b> Justify personal opinions about a play or theatre experience.</p> <p><b>5RE</b> Establish criteria to critique the portrayal of a character based on voice, gesture, facial expression and movement.</p>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

<p>activities occur in the school or community.</p>	<p><b>6PR</b> Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history.</p> <p><b>7PR</b> Use the elements of theatre in combination with art elements from at least one other art form.</p>	
<p>GRADE <b>5</b></p>	<p><b>Cognitive and Creative Processes</b></p>	
<p><b>PERCEIVING/KNOWING/CREATING (CE)</b></p>	<p><b>PRODUCING/PERFORMING (PR)</b></p>	<p><b>RESPONDING/REFLECTING (RE)</b></p>
<p><b>1CE</b> Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions.</p> <p><b>2CE</b> Research and explain where, when and how dramatic or theatrical activities occurred in a specific time period.</p> <p><b>3CE</b> Discuss contributions to theatre made by a playwright or screenwriter.</p> <p><b>4CE</b> Discuss how a written adaption of a story varies among media, including theatre, film, video and other arts media.</p> <p><b>5CE</b> Differentiate among the unique characteristics of live theatre, film, video and new media forms.</p>	<p><b>1PR</b> Use sensory and memorization skills to create a character’s movement and voice in comedic and dramatic situations scripted and improvised.</p> <p><b>2PR</b> Analyze and represent various design components used in a theatrical event.</p> <p><b>3PR</b> Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue.</p> <p><b>4PR</b> Work cooperatively in different roles or jobs within a dramatic and theatrical experience.</p> <p><b>5PR</b> Combine at least three art forms to create a theatrical experience.</p>	<p><b>9</b> <input type="checkbox"/> Examine and discuss the aesthetic qualities in dramatic and theatrical works.</p> <p><b>9</b> Describe how traditional and new media arts (e.g., film, video, digital technologies influence dramatic production and audience response.</p> <p><b>3RE</b> Identify factors that contribute to diverse opinions about a play or theatre experience.</p> <p><b>4RE</b> Explain personal reasons for valuing the study and involvement in dramatic and theatrical and performance.</p> <p><b>5RE</b> Create criteria and use it to evaluate ideas and artistic choices made for dramatic and theatrical performances.</p>

# Grade 3 – 1CE, 2CE, 3CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 3
<b>Content Statement</b>	<p><b>1CE</b> Identify the plot and retell the sequence of events in a story, play or theatre experience; <b>2CE</b> Identify character types and relationships between characters including thoughts, feelings and information about them; <b>3CE</b> Explain how the cultural and physical setting of a dramatic and theatrical work affects characterization.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.</li> </ul>

**Essential Question**      How is dramatic literature structured?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Literature uses plot, characterization and setting to develop story ideas;</li> <li>Literary elements, such as character, are shaped not only by the physical setting of the story but also by the cultural setting.</li> </ul>	<p><b>Students will demonstrate this learning by ...</b></p> <ul style="list-style-type: none"> <li>Recounting the plot of a story, play or theatre experience in sequential order;</li> <li>Identifying and describing the major characters in a story, play or theatre experience;</li> <li>Explaining how the cultural and physical setting of a story, play or theatrical event affects how characters are represented.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Viewing a theatrical performance;</li> <li>Reading stories and plays;</li> <li>Creating stories and plays with clearly defined major characters;</li> <li>Discussing;</li> <li>Working in small groups.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students retell a story or play verbally or draw a storyboard.</p> <p>Students choose from a variety of hats from different cultures, develop a character based upon the hat worn, and then explain the characterization.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Director</li><li>• Screenwriter</li><li>• Actor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 3 <a href="#">English Language Arts</a></li><li>• GRADE 3 <a href="#">Mathematics</a></li><li>• GRADE 3 <a href="#">Science</a></li><li>• GRADE 3 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">Ohio Department of Education Diverse Learners</a></li><li>• <a href="#">VSA Ohio – The State Organization on Arts and Disability</a></li><li>• <a href="#">Center for Applied Special Technology (CAST)</a></li></ul> <p><b><u>BACK</u></b></p>

# Grade 3 – 4CE, 5CE, 6CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 4
<b>Content Statement</b>	<p><b>4CE</b> Differentiate dialogue from action in a specific piece of literature; <b>5CE</b> Discuss the playwright’s intent in a script; <b>6CE</b> Recognize and describe the roles of writers in live theatre, film, video and other media forms of the day.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.</li> </ul>
<b>Essential Question</b>	How is literature dramatic?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Writers use dialogue to develop stories and their characters;</li> <li>Writers use an intent or theme to guide the development of their stories.</li> </ul>	<p><b>Students will demonstrate this learning by ...</b></p> <ul style="list-style-type: none"> <li>Analyzing the differences in dialogue between characters within a story/play;</li> <li>Identifying and explaining a playwright’s intent in a scene/play;</li> <li>Describing what writers do in live theatre, film, video and other media.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Viewing a theatrical performance;</li> <li>Reading stories and plays;</li> <li>Creating stories and plays with clearly defined major characters;</li> <li>Discussing;</li> <li>Working in small groups.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students create the dialogue to compliment a picture book story.</p> <p>Students examine a variety of types of scripts: play scripts, screenplays, story boards, etc.</p> <p>After reading a book (e.g., Jon Scieszka's <i>The True Story of the Three Pigs</i>), students pretend to be a reporter interviewing its characters (e.g., the Wolf and the Pig).</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Director</li><li>• Screenwriter</li><li>• Actor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 3 <a href="#">English Language Arts</a></li><li>• GRADE 3 <a href="#">Mathematics</a></li><li>• GRADE 3 <a href="#">Science</a></li><li>• GRADE 3 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Grade 4 – 1CE, 4CE, 5CE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>1CE</b> Connect events in a story to sustain a storyline and achieve resolution; <b>4CE</b> Use a variety of dramatic and theatrical vocabulary (e.g., theme, author, conflict, resolution) to describe a dramatic experience; <b>5CE</b> Explain the plot, characters, conflict, resolution and theme of a dramatic and theatrical work or experience using descriptive language.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.</li> </ul>	
	<b>Essential Question</b> How is dramatic literature structured?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Literature utilizes structural elements and patterns that enhance understanding;</li> <li>Dramatic literature utilizes specialized terminology.</li> </ul>	<p><b>Students will demonstrate this learning by ...</b></p> <ul style="list-style-type: none"> <li>Relating the events in a storyline that lead to its ending;</li> <li>Retelling the storyline of a play;</li> <li>Identifying the characters, conflict and theme of a play;</li> <li>Using appropriate theatrical vocabulary when discussing a play.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Viewing a theatrical performance;</li> <li>Reading stories and plays;</li> <li>Creating stories and plays with clearly defined major characters;</li> <li>Discussing;</li> <li>Working in small groups.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students create a puppet skit of a play that they have read or seen.</p> <p>After watching video (e.g., <i>Sarah Plain and Tall</i> or <i>Charlie and the Chocolate Factory</i>), students create a storyboard that depicts the plot, characters, and setting of the story.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Director</li><li>• Screenwriter</li><li>• Actor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 4 <a href="#">English Language Arts</a></li><li>• GRADE 4 <a href="#">Mathematics</a></li><li>• GRADE 4 <a href="#">Science</a></li><li>• GRADE 4 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Grade 4 – 2CE, 3CE, 6CE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>2CE</b> Explore dramatic, theatrical and storytelling traditions in the cultures or ethnic groups throughout the history of Ohio; <b>3CE</b> Explain how certain characters reflect time periods and cultures; <b>6CE</b> Identify where dramatic and theatrical activities occur in the school or community.</p>	
	<p><b>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts;</li> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them;</li> <li>• Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>	
<b>Essential Question</b>	What influences the creation of theatre? Why is theatre important and how does it affect people?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• That the peoples of Ohio, both past and present, have practiced a variety of literary traditions;</li> <li>• Literary characters reflect their time and culture;</li> <li>• Theatre occurs in a variety of places and circumstances.</li> </ul>	<p><b>Students will demonstrate this learning by ...</b></p> <ul style="list-style-type: none"> <li>• Explaining the theatrical traditions and conventions of a specific people or a specific time during Ohio’s history;</li> <li>• Explaining how a specific character in a play reflects either the time period of that play or the time period during which the play was written;</li> <li>• Listing when, where and why drama/theatre occurs in the school and the community.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Viewing a theatrical performance;</li> <li>• Reading stories and plays;</li> <li>• Creating stories and plays with clearly defined major characters;</li> <li>• Discussing;</li> <li>• Working in small groups.</li> </ul>
		<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

	<ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students create a play that American pioneer children might have presented for their parents.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Director</li> <li>• Screenwriter</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 4 <a href="#">English Language Arts</a></li> <li>• GRADE 4 <a href="#">Mathematics</a></li> <li>• GRADE 4 <a href="#">Science</a></li> <li>• GRADE 4 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 5 – 1CE, 2CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 5
<b>Content Statement</b>	<p><b>1CE</b> Investigate how past and present drama, theatre and storytelling forms of various cultural groups reflect their beliefs and traditions; <b>2CE</b> Research and explain where, when and how dramatic or theatrical activities occurred in a specific time period.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Literacy</p> <ul style="list-style-type: none"> <li>• Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts;</li> <li>• As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>
<b>Essential Question</b>	How is dramatic literature structured? What influences the creation of theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• The world’s peoples, both past and present, have practiced a variety of literary traditions;</li> <li>• Literary format reflects its time and culture;</li> <li>• Theatrical performance format reflects its time and culture.</li> </ul>	<p><b>Students will demonstrate this learning by ...</b></p> <ul style="list-style-type: none"> <li>• Explaining the theatrical traditions and conventions of a specific people or a specific time;</li> <li>• Explaining how a specific literary format reflects either its time period or its culture;</li> <li>• Explaining how a specific performance format reflects either its time period or its culture.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Viewing a theatrical performance;</li> <li>• Reading stories and plays;</li> <li>• Creating stories and plays with clearly defined major characters;</li> <li>• Discussing;</li> <li>• Working in small groups.</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

**Application**

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

<u>Student Performance Tasks</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students explore the roots of modern theatre in primitive ritual and ceremony such as aboriginal, American Indian and so on.</p> <p>Students explore the use of masks in Greek theatre.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Theatre Historian</li><li>• Dramaturge</li><li>• Researcher</li></ul> <p><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"><li>• GRADE 5 <a href="#">English Language Arts</a></li><li>• GRADE 5 <a href="#">Mathematics</a></li><li>• GRADE 5 <a href="#">Science</a></li><li>• GRADE 5 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><a href="#">BACK</a></b></p>

# Grade 5 – 3CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 5
<b>Content Statement</b>	<p><b>3CE</b> Discuss contributions to theatre made by a playwright or screenwriter.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Literacy</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others;</li> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>

**Essential Question**    How is dramatic literature structured? What influences the creation of theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The work of dramatists and screenwriters can influence the work of future dramatists and screenwriters;</li> <li>The work of dramatists and screenwriters can influence their society;</li> <li>The work of dramatists and screenwriters share many elements and there are unique and defining qualities.</li> </ul>	<p><b>Students will demonstrate this learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying a prominent playwright or screenwriter and explaining how his/her work has influenced the content, style, themes, structure and stories presented in plays and films;</li> <li>Identifying a prominent playwright or screenwriter and explaining how his/her work has impacted his community.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Viewing a theatrical performance;</li> <li>Reading stories and plays;</li> <li>Creating stories and plays with clearly defined major characters;</li> <li>Discussing;</li> <li>Working in small groups.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students research a dramatist (e.g., Sophocles, Shakespeare, Moliere, Bertolt Brecht, Augusto Boal, Antonin Artaud, Peter Brook, Alfred Jarry) and articulate his/her contributions to theatre in a presentation.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Director</li><li>• Screenwriter</li><li>• Actor</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 5 <a href="#">English Language Arts</a></li><li>• GRADE 5 <a href="#">Mathematics</a></li><li>• GRADE 5 <a href="#">Science</a></li><li>• GRADE 5 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Grade 5 – 4CE, 5CE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<b>4CE</b> Discuss how a written adaptation of a story varies among media, including theatre, film, video and other arts media; <b>5CE</b> Differentiate among the unique characteristics of live theatre, film, video and new media forms.	
	<b>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</b> <ul style="list-style-type: none"> <li>• Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts;</li> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <b>Progress Points:</b> <ul style="list-style-type: none"> <li>• Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>• Interpret and transform new and traditional dramatic texts for informal and formal productions;</li> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	How is dramatic literature structured? What influences the creation of theatre?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• That stories can be communicated effectively through a variety of media;</li> <li>• There are distinct advantages and disadvantages involved in the use of theatre, film, video and other arts media.</li> </ul>	<b>Students will demonstrate this learning by ...</b> <ul style="list-style-type: none"> <li>• Discovering the unique qualities of live or real-time theatre versus recorded performances such as video and film (e.g., response to audience, point of view, close-ups, location, and audience participation).</li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Viewing a theatrical performance;</li> <li>• Reading stories and plays;</li> <li>• Creating stories and plays with clearly defined major characters;</li> <li>• Discussing;</li> <li>• Working in small groups.</li> </ul> <b>Resources <a href="#">LINK to Pearltrees</a></b> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> </ul>



# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

	<ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students explore the ways in which a television or film soundtrack can manipulate an audience.</p> <p>Students turn off the sound on a television or film performance and note how “reality” is being shaped (e.g., number and type of cuts, pacing, camera angle, color).</p> <p>Students recite a memorized passage or poem in front of the class while its members try to distract the speaker (heckle, make faces, etc.), then discuss the power of the audience.</p> <p>Students discuss students’ preferences – live theatre or movies.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Director</li> <li>• Screenwriter</li> <li>• Actor</li> </ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Grade 3 – 1PR, 2PR, 5PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 3	
<b>Content Statement</b>	<p><b>1PR</b> Create the movement and expressive voice of a character to explain and solve problems encountered by the character; <b>2PR</b> Use voice, movement, space and physical objects to communicate a storyline and a character’s thoughts, feelings and ideas; <b>5PR</b> Express a character’s thoughts and feelings in writing.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>• Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts;</li> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>• Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.</li> </ul>	
<b>Essential Question</b>	How do theatre artists create theatre?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Character is revealed through the way a character looks, talks and behaves;</li> <li>• What makes a character interesting is conflict with others and within himself;</li> <li>• Just as in real life, characters make choices based on their thoughts, feelings and ideas.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Investigating ways in which character can be expressed on stage;</li> <li>• Analyzing characters for their wants, needs, and motivations;</li> <li>• Revealing their understanding of a character by writing a character analysis;</li> <li>• Creating a three-dimensional character using voice, movement, space and physical objects.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Scene work;</li> <li>• Creating character diaries;</li> <li>• Play reading;</li> <li>• Discussion;</li> <li>• Small group work;</li> <li>• Creating graphic representation (e.g., drawings, collages, computer representations).</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> </ul>	<p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> </ul>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

	<ul style="list-style-type: none"> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students choose interesting characters from popular films or television and discuss what makes them interesting.</p> <p>Students write names of different occupations on slips of paper (e.g., baker, teacher, fireman), mix the slips up, draw slips, and act out without words (pantomime) the character until others identify the occupation.</p> <p>Students write a character study or character biography.</p> <p>Students describe how you would portray yourself in a play.</p> <p>Students choose a historical or literary figure, create a short monologue that reveals information about him/her, and present the character to the class using voice, movement, space and props.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Actor</li> <li>• Director</li> <li>• Performance Artist</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 3 <a href="#">English Language Arts</a></li> <li>• GRADE 3 <a href="#">Mathematics</a></li> <li>• GRADE 3 <a href="#">Science</a></li> <li>• GRADE 3 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 3 – 3PR, 4PR, 6PR, 7PR

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 3
<b>Content Statement</b>	<p><b>3PR</b> Use various design components to create an appropriate and striking environment for a scene or story; <b>4PR</b> Direct peers in performing a task in a dramatic situation; <b>6PR</b> Use problem-solving and communication skills to dramatize a story or current event; <b>7PR</b> Use elements and processes of theatre to integrate information from other academic content area.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking</p> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;</li> <li>• Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>
<b>Essential Question</b>	How do theatre artists create theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Technical elements such as scenery, costumes, lighting and sound help establish the time, place and mood of a play;</li> <li>• Technical elements can affect the psychology of the characters in a play;</li> <li>• Theatre is a collaborative art;</li> <li>• Creation of drama and theatre utilizes skills and concepts from other content areas.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Using design elements to establish the time, place and mood of a scene or play;</li> <li>• Considering the effect that design elements and direction can have on a scene or play;</li> <li>• Working collaboratively to create a scene or play;</li> <li>• Utilizing skills and concepts from other content areas in their design and scene work.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Poster making;</li> <li>• Viewing a live theatrical production;</li> <li>• Discussion;</li> <li>• Inquiry-based research;</li> <li>• Collaborative work;</li> <li>• Scene work;</li> <li>• Drawing and drafting.</li> </ul> <p><b>Resources <a href="#">LINK to Peartrees</a></b></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students think of an everyday conflict and write a short dialogue that reveals the characters, including stage directions that reveal the setting, lighting, sound, costumes, etc.</p> <p>Students view a film such as <i>Beauty and the Beast</i>, draw a picture of a favorite scene, and explain how the setting depicted supported the action of the scene and reflected the characters.</p> <p>Students act out a song from a musical or a scene from a play.</p> <p>Students create/collect appropriate and accurate props or costumes for a scene.</p> <p>Students design scenery or sound effects for a scene.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Director</li><li>• Writer</li><li>• Performer</li><li>• Designer</li><li>• Technician</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 3 <a href="#">English Language Arts</a></li><li>• GRADE 3 <a href="#">Mathematics</a></li><li>• GRADE 3 <a href="#">Science</a></li><li>• GRADE 3 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 4 – 1PR, 2PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>1PR</b> Create the movement and voice of a character to convey the character’s decisions, actions and motivations; <b>2PR</b> Manipulate voice, movement, space, design and physical objects to communicate thoughts, feelings and ideas in both improvised and scripted activities.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;</li> <li>• Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.</li> </ul>	
<b>Essential Question</b>	How do theatre artists create theatre?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Theatre literature is brought to life in a variety of ways.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Explaining a character’s decisions, actions and motivations;</li> <li>• Accurately presenting a character by manipulating voice, movement and environment.</li> </ul> <hr/> <p style="text-align: center;"><b><u>Assessment</u></b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Scene work;</li> <li>• Improvisation;</li> <li>• Observation;</li> <li>• Discussion.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Tasks</u></b></p> <p>Students complete a cause and effect chart analyzing a character's actions.</p> <p>Students create a "living" portrait of a character.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Director</li><li>• Actor</li><li>• Dancer</li><li>• Singer</li><li>• Choreographer</li><li>• Scenic Designer</li><li>• Properties Designer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 4 <a href="#">English Language Arts</a></li><li>• GRADE 4 <a href="#">Mathematics</a></li><li>• GRADE 4 <a href="#">Science</a></li><li>• GRADE 4 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Grade 4 – 3PR, 4PR

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 4
<b>Content Statement</b>	<p><b>3PR</b> Create a variety of improvisations based on a dramatic theme; <b>4PR</b> Direct peers in performing a dramatic task or action in two different ways.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;</li> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.</li> </ul>
<b>Essential Question</b>	How do theatre artists create theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Not all theatre is based upon a written text;</li> <li>There often are multiple solutions to a problem/task;</li> <li>Working collaboratively often involves one person serving in a leadership role.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Improvising a scene that communicates a message.</li> <li>Directing classmates in a scene in two distinct and different ways.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Improvisation;</li> <li>Scene work;</li> <li>Ensemble work;</li> <li>Discussion;</li> <li>Peer response.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Careers</li> <li>Lesson Design and Content</li> <li>Digital Tools/Technology</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students participate in a game of Party Quirks (from <i>Whose Line Is It Anyway?</i>).</p> <p>Using improvisation as a development tool, students explore an issue that is important to them.</p> <p>In small groups, students develop two skits dealing with that issue, expressing the same message in two different ways, and present the skits to the class.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Director</li><li>• Dancer</li><li>• Choreographer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 4 <a href="#">English Language Arts</a></li><li>• GRADE 4 <a href="#">Mathematics</a></li><li>• GRADE 4 <a href="#">Science</a></li><li>• GRADE 4 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><a href="#">BACK</a></b></p>

# Grade 4 – 5PR, 6PR, 7PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>5PR</b> Use vivid, descriptive language to create a script around one or more elements of theatre (e.g., character, action, prop, setting); <b>6PR</b> Use problem-solving and cooperative skills to dramatize stories, historical events or concepts from Ohio history; <b>7PR</b> Use the elements of theatre in combination with art elements from at least one other art form.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others;</li> <li>Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;</li> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
	<b>Essential Question</b>	
How do theatre artists create theatre?		
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Theatrical literature is created using a specific structure and format;</li> <li>Transforming literature or historical events into theatre relies on problem-solving and cooperative skills;</li> <li>Theatrical production utilizes elements of other arts disciplines.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Creating and presenting an effective scene using the basic elements of theatre and one other art form to communicate a historical event or concept about Ohio.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussion;</li> <li>Small group work;</li> <li>Writing;</li> <li>Rehearsal;</li> <li>Performance.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Careers</li> <li>Lesson Design and Content</li> <li>Digital Tools/Technology</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<b>Assessment</b>	

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students create and present a scene about a person, event or idea unique to Ohio with the scene incorporating either dance, music or visual art.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Screenwriter</li><li>• Script Writer</li><li>• Director</li><li>• Actor</li><li>• Choreographer</li><li>• Dancer</li><li>• Singer</li><li>• Musician</li><li>• Scenic Designer</li><li>• Scenic Artist</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 4 <a href="#">English Language Arts</a></li><li>• GRADE 4 <a href="#">Mathematics</a></li><li>• GRADE 4 <a href="#">Science</a></li><li>• GRADE 4 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 5 – 1PR, 2PR, 3PR, 4PR, 5PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<p><b>1PR</b> Use sensory and memorization skills to create a character’s movement and voice in comedic and dramatic situations, scripted and improvised; <b>2PR</b> Analyze and represent various design components used in a theatrical event; <b>3PR</b> Write a scripted scene that includes stage direction prompts and provides exposition, consistent point of view, sensory details and dialogue; <b>4PR</b> Work cooperatively in different roles or jobs within a dramatic and theatrical experience; <b>5PR</b> Combine at least three art forms to create a theatrical experience.</p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts;</li> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;</li> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>Interpret and transform new and traditional dramatic texts for informal and formal productions.</li> </ul>	
<b>Essential Question</b>	How does theatre contribute to community life?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Theatre is a collaborative art using skills and abilities that cross a variety of disciplines;</li> <li>Theatre relies on well-defined characters supported by visual and aural elements within an established format to communicate a story or idea.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Explaining how to create a text-supported interpretation of a character using movement and voice;</li> <li>Selecting appropriate design elements (lighting, sound, costume, makeup, scenery) that support the action in a scene and enhance the understanding of the story and/or theme;</li> <li>Collaboratively writing and producing a scene</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussion;</li> <li>Scene work;</li> <li>Working collaboratively in small groups;</li> <li>Writing;</li> <li>Drawing and Drafting;</li> <li>Internet use;</li> <li>Brainstorming.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

	<p>utilizing proper stage terminology and skills from a variety of art forms.</p>	<ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students read a newspaper, choose a story that involves conflict and write a brief outline for a scene.</p> <p>Students identify “type” characters from film or television who are not fully developed dramatic characters (e.g., jock, nerd, slacker, preppie, cowboy, psychopath) and discuss the use of stock characters.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Performer – Actor, Dancer, Singer</li> <li>• Director</li> <li>• Choreographer</li> <li>• Musical Director</li> <li>• Musician</li> <li>• Conductor</li> <li>• Musical Arranger</li> <li>• Scenic Designer</li> <li>• Costume Designer</li> <li>• Lighting Designer</li> <li>• Properties Designer</li> <li>• Sound Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 3 – 1RE, 2RE, 3RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 3
<b>Content Statement</b>	<p><b>1RE</b> Describe the visual, aural and kinetic elements present in stories and plays from various cultures; <b>2RE</b> Identify universal characters and themes in stories and plays from various time periods and cultures; <b>3RE</b> Compare and contrast the elements (e.g., plot, character, theme, and setting) of various narratives.</p> <p><b>Enduring Understandings:</b> Authentic Application and Collaboration; Literacy</p> <ul style="list-style-type: none"> <li>Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs;</li> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>Interpret and transform new and traditional dramatic texts for informal and formal productions;</li> <li>Engage in the dramatic and theatrical arts to help students connect to other disciplines, people and events in the world around them;</li> <li>Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>
<b>Essential Question</b>	Why is theatre important and how does it affect people? What influences the creation of theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Drama and theatre reflect the natural instinct for expression of thoughts and emotions and has existed across the ages;</li> <li>Theatre is a collective experience shared between theatre artists and the audience;</li> <li>The use of themes gives drama structure and focus;</li> </ul> <ul style="list-style-type: none"> <li>The use of universal ideas, themes and characters allow audiences to relate the events in a play to their own lives.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting dramatic literature and theatrical performance across time periods and cultures;</li> <li>Investigating the use of universal characters and themes in dramatic literature;</li> <li>Discussing how theatre can build community within and between cultures;</li> <li>Tracing universal characters and themes across time and cultures.</li> </ul> <p style="text-align: center;"><b><u>Assessment</u></b></p> <p><b>Students will know how well they are learning by ...</b></p>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Reading/viewing a variety of stories/plays from a variety of time periods and cultures;</li> <li>Inquiry-based research;</li> <li>Response journaling;</li> <li>Creating and using timelines and maps;</li> <li>Scene work;</li> <li>Writing.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> </ul>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

	<ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students act out different versions of the creation of the universe (e.g., Native American, Chinese, biblical, scientific).</p> <p>Students read/watch Disney's <i>Cinderella</i>, Rafe Martin's <i>The Rough-Faced Girl</i>, and Shirley Climo's <i>The Egyptian Cinderella</i>, then identify each story's culture and discuss the similarities and differences.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Screenwriter</li> <li>• Script Writer</li> <li>• Reviewer</li> <li>• Dramaturge</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 3 <a href="#">English Language Arts</a></li> <li>• GRADE 3 <a href="#">Mathematics</a></li> <li>• GRADE 3 <a href="#">Science</a></li> <li>• GRADE 3 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Grade 3 – 4RE, 5RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 3
<b>Content Statement</b>	<p><b>4RE</b> Share personal opinions about a play or theatre experience and respectfully consider the opinions of others; <b>5RE</b> Develop personal criteria to use for discussion, performance and evaluation of one’s own theatrical experiences.</p> <p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use drama and theatre to inspire the larger community to value lifelong involvement in the arts;</li> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.</li> </ul>
<b>Essential Question</b>	Why is theatre important and how does it affect people? What makes “good” theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>A good critic is thoughtful about what makes effective drama;</li> <li>Personal preferences and past experiences can affect one’s opinion about a script or performance;</li> <li>A good critic supports his/her opinions, both favorable and unfavorable, with specific evidence from the script or performance.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Clearly expressing their opinions about a dramatic text, scene or theatrical production;</li> <li>Listening respectfully to others’ opinions about a dramatic text, scene or theatrical production;</li> <li>Developing personal criteria for evaluating theatrical experiences.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Reading/viewing theatrical performance;</li> <li>Creating a rubric;</li> <li>Discussion;</li> <li>Writing;</li> <li>Response journaling.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students collect theatre, film and television reviews from newspapers, magazines and the internet to read aloud and discuss.</p> <p>Students focus on past theatre viewing experiences and discuss what makes “good” theatre.</p> <p>Students create reviewer’s journals in which personal reactions are recorded for every performance viewed for a specified time period, including live theatre, television shows, movies and videos.</p> <p>Students discuss students’ favorite movies and/or plays and why they liked them.</p> <p>Students create a rubric for evaluation of dramatic literature and theatrical production based upon personal criteria.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Reviewer</li><li>• Critic</li><li>• Consumer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 3 <a href="#">English Language Arts</a></li><li>• GRADE 3 <a href="#">Mathematics</a></li><li>• GRADE 3 <a href="#">Science</a></li><li>• GRADE 3 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><a href="#">BACK</a></b></p>

# Grade 4 – 1RE, 2RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 4
<b>Content Statement</b>	<p><b>1RE</b> Explain how manipulation of dramatic and theatrical elements brings about the changes in performances; <b>2RE</b> Apply creative and critical reasoning processes to make personal connections to the drama material they encounter.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration; Literacy</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> <li>Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs.</li> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.</li> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>
<b>Essential Question</b>	What makes “good” theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Aesthetic response to literature is often a result of the manipulation of the elements of that literature;</li> <li>The most powerful literature is that with which an audience can connect.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Explaining how a scene might be improved by changing dramatic or theatrical elements;</li> <li>Analyzing how dramatic material has personal meaning.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Scene work;</li> <li>Viewing a live or recorded performance;</li> <li>Discussion;</li> <li>Rubric building.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students record each other's scene work, respond to feedback, reflect upon their performances and suggest ways to improve.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Reviewer</li><li>• Critic</li><li>• Dramaturge</li><li>• Director</li><li>• Composer</li><li>• Lyricist</li><li>• Choreographer</li><li>• Designer</li><li>• Performer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 4 <a href="#">English Language Arts</a></li><li>• GRADE 4 <a href="#">Mathematics</a></li><li>• GRADE 4 <a href="#">Science</a></li><li>• GRADE 4 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts:</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><a href="#">BACK</a></b></p>

# Grade 4 – 3RE, 4RE, 5RE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 4	
<b>Content Statement</b>	<p><b>3RE</b> Explain how a theatrical experience (e.g., live theatre production, film, video and media) impacts its audience; <b>4RE</b> Justify personal opinions about a play or theatre experience; <b>5RE</b> Establish criteria to critique the portrayal of a character based on voice, gesture, facial expression and movement.</p> <p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them;</li> <li>Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>	
<b>Essential Question</b>	What makes “good” theatre? Why is theatre important and how does it affect people?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Performances have the ability to impact audiences;</li> <li>To be valid, an opinion must be based upon clearly expressed criteria.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Analyzing the impact of a performance;</li> <li>Creating and applying a personal criteria rubric to a performance;</li> <li>Applying an established criteria rubric to a performance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Viewing live/recorded performances;</li> <li>Discussion;</li> <li>Small group work;</li> <li>Rubric building;</li> <li>Listening to a teacher lecture.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Using their own personal criteria and established criteria, students critique a television show, movie or live performance that they have recently viewed.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Reviewer</li><li>• Critic</li><li>• Director</li><li>• Choreographer</li><li>• Designer</li><li>• Playwright</li><li>• Screenwriter</li><li>• Script Writer</li><li>• Performer</li><li>• Consumer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 4 <a href="#">English Language Arts</a></li><li>• GRADE 4 <a href="#">Mathematics</a></li><li>• GRADE 4 <a href="#">Science</a></li><li>• GRADE 4 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><u>BACK</u></b></p>

# Grade 5 – 1RE, 3RE, 5RE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 5	
<b>Content Statement</b>	<p><b>1RE</b> Examine and discuss the aesthetic qualities in dramatic and theatrical works; <b>3RE</b> Identify factors that contribute to diverse opinions about a play or theatre experience; <b>5RE</b> Create criteria and use it to evaluate ideas and artistic choices made for dramatic and theatrical performances.</p> <p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	What makes “good” theatre? Why is theatre important and how does it affect people?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Dramatic and theatrical works utilize artistic constructs to communicate ideas and stories;</li> <li>Audience members can hold disparate, but valid opinions about dramatic and theatrical performances;</li> <li>Valid opinions must be substantiated with concrete evidence.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussing the artistic qualities involved in dramatic literature and theatrical production;</li> <li>Discussing the variety of reasons one might like or dislike, or appreciate or not appreciate, a dramatic or theatrical work;</li> <li>Developing criteria for evaluating dramatic and theatrical work.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussion;</li> <li>Play reading;</li> <li>Attending plays;</li> <li>Rubric writing;</li> <li>Brainstorming;</li> <li>Small group work.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students create a checklist or rubric for reviewing dramatic and theatrical works.</p> <p>Students keep response or reviewer's journals for their own television viewing for one week, then share and compare their observations in class.</p> <p>Students role play being a reviewer for a theatrical event.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Dramaturge</li><li>• Reviewer</li><li>• Critic</li><li>• Consumer</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 5 <a href="#">English Language Arts</a></li><li>• GRADE 5 <a href="#">Mathematics</a></li><li>• GRADE 5 <a href="#">Science</a></li><li>• GRADE 5 <a href="#">Social Studies</a></li></ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p><b><a href="#">BACK</a></b></p>

# Grade 5 – 2RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 5
<b>Content Statement</b>	<p><b>2RE</b> Describe how traditional and new media arts (e.g., film, video, digital technologies) influence dramatic production and audience response.</p> <p><b>Enduring Understandings:</b> Authentic Application and Collaboration; Literacy</p> <ul style="list-style-type: none"> <li>• Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs;</li> <li>• As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Interpret and transform new and traditional dramatic texts for informal and formal productions;</li> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them;</li> <li>• Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>
<b>Essential Question</b>	What makes “good” theatre? Why is theatre important and how does it affect people? How do theatre artists create theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• The unique qualities of traditional live theatre and film as compared with emerging performance media such as video, digital, live broadcast, etc.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Recognizing the qualities of a variety of performance mediums, traditional as well as emerging and non-traditional.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Discussion;</li> <li>• Watching live/recorded performances;</li> <li>• Using the Internet;</li> <li>• Inquiry-based research;</li> <li>• Using response logs;</li> <li>• Using graphic organizers;</li> <li>• Video making, slide making, animation;</li> <li>• Storyboarding.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students transform a traditional presentation of a story using an emerging technology.</p> <p>Students use a storyboard to break down the plot of traditional theatrical scene.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Reviewer</li><li>• Critic</li><li>• Director</li><li>• Director of Photography</li><li>• Filmmaker</li><li>• Choreographer</li><li>• Musical Director</li><li>• Performance Artist</li><li>• Designer (scenic, lighting, sound, costume, makeup, special effects)</li><li>• Sound Engineer</li><li>• Electrician</li><li>• Projectionist</li><li>• Digital Editor</li><li>• Technical Director</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 5 <a href="#">English Language Arts</a></li><li>• GRADE 5 <a href="#">Mathematics</a></li><li>• GRADE 5 <a href="#">Science</a></li><li>• GRADE 5 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 5 – 4RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 5
<b>Content Statement</b>	<p><b>4RE</b> Explain personal reasons for valuing the study and involvement in dramatic and theatrical performance.</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision</p> <ul style="list-style-type: none"> <li>Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>

**Essential Question** Why is theatre important and how does it affect people?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Literacy and knowledge have many facets beyond the mathematical and verbal;</li> <li>Involvement in dramatic and theatrical performance can enhance academic skills as well as self-esteem and work skills.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Explaining how theatre fosters the ability to create works of quality that communicate complex ideas and emotions, which is a fundamental skill in the 21st Century;</li> <li>Articulating the benefits and challenges of involvement in dramatic and theatrical performance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussion;</li> <li>Brainstorming;</li> <li>Listing;</li> <li>Internet research;</li> <li>Interviewing.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: DRAMA/THEATRE Grades 3-4-5

Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students interview their parents or other significant adults about the value of the arts.</p> <p>Students participate in a day without art.</p> <p>Students create a story about a society that had no art.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Reviewer</li> <li>• Critic</li> <li>• Dramaturge</li> <li>• Theatre Historian</li> <li>• Drama Therapist</li> <li>• Playwright</li> <li>• Screenwriter</li> <li>• Script Writer</li> <li>• Performer</li> <li>• Consumer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 5 <a href="#">English Language Arts</a></li> <li>• GRADE 5 <a href="#">Mathematics</a></li> <li>• GRADE 5 <a href="#">Science</a></li> <li>• GRADE 5 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>