## Grade 4 Drama Curriculum Map

**Julie Olsen**

**September**  
**UNIT 1: Designing Dream Characters**

**October**  
**UNIT 1: Designing Dream Characters**

**November**  
**UNIT 1: Designing Dream Characters**

**December**  
**UNIT 2: Creating Dream Communities**

**January**  
**UNIT 2: Creating Dream Communities**

**February**  
**UNIT 2: Creating Dream Communities**

**March**  
**UNIT 2: Creating Dream Communities**

**April**  
**UNIT 3: Dream Plays and Monologues**

**May**  
**UNIT 3: Dream Plays and Monologues**

**June**  
**UNIT 3: Dream Plays and Monologues**

### Essential Questions/Enduring Understanding

- Theatre artists rely on intuition, curiosity, and critical inquiry.
- What happens when theatre artists use their imaginations and learned theatre skills to engage in creative exploration and inquiry?
- Theatre artists make strong choices to effectively convey meaning?
- What are strong choices, and why are they essential to interpreting a drama or theatre piece?
- Theatre artists work to discover different ways to communicate meaning. When and why do choices change?
- Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
- How are the theatre artist’s processes and the audience’s perspectives impacted by analysis and synthesis?
- Theatre artists allow awareness of interrelationships between self and others to influence and inform their work.
- Theatre artists refine their work and practice their craft through Rehearsal.

### NCAS Theatre Standards

- **Create (Cr)**
- **Perform (Pr)**
- **Respond (Re)**
- **Connect (Cn)**

### Key Objectives linked to Standards

- **Cr: Envision/Conceptualize**
- **Pr: Select, Analyze, Interpret**
- **Re: Perceive, Analyze**
- **Cn: Synthesize, Relate, Empathize**

### Catholic Identity Elements

- All human life is sacred and needs to be respected. Our actions and thoughts affect others. Recognize that God created us to live in community. We need to be aware of the needs of others. Recognize that the common good also means that there are times we need to give up what we want for the greater needs of others.
- Recognize that there is an association between the common good and solidarity. Recognize there is an association between the concepts of justice and human dignity. Identify solidarity as standing up for our global brothers and sisters. Identify ways we can support Catholic Social Teachings.
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Theatre Arts Curriculum, Grades 3-5

The Grades 3-5 Theatre Arts Curriculum aims to transition students from informal play to structured drama experiences by engaging students in the consideration of formal drama elements and processes. Students participate in a variety of physical, vocal, and cognitive exercises that develop and refine performance skills, explore how stories are adapted from literature to drama/theatre work, examine and investigate artistic choices in rehearsal, and explore, compare, and contrast historical, global and social issues expressed in theatre works. By formally engaging students in Drama Processes (creating, performing, responding, connecting), the curriculum provides students with comprehensive opportunities to revise, refine and adapt ideas in a group setting. This engagement reinforces the development of essential 21st Century leaning skills: collaboration, communication, and growth mindset.

Grades 3-5 Theatre Arts Standards/Skills

Grade 3 Theatre Arts Curriculum

The Grade 3 Theatre Arts Curriculum stresses the role of imagination in generating, articulating, and realizing artistic ideas. By learning that there are multiple valid solutions to any artistic problem, students learn that creative thinking is a vital component of predicting, determining, and investigating. By exploring the idea that there are multiple valid solutions to any artistic problem, students participate in methods of investigation to devise original ideas, compare ideas with peers to make selections that will enhance and deepen group work, and collaborate to revise, refine, and adapt ideas.

Grade 4 and 5 Theatre Arts Curriculum

Students in Grade 4 and 5 explore physical and psychological character choices in order to compare the drama/theatre conventions of a given time period with present conventions and investigate cross-cultural approaches to storytelling in drama/theatre works. To support these examinations, Grade 4 and 5 students explore global and historical folklore and story telling, collaborate to create imagined worlds, and investigate how technical elements may support a problem, theme, or idea in a drama/theatre work. Students apply formal drama skills and 21st century learning skills to these examinations by collaborating to devise original ideas, rehearse, revise and refine, by asking questions about characters and plots, by articulating visual details, and by visualizing and designing technical elements to support created and curated stories.
Grade 4 Theatre Arts Curriculum

Grade 4 Theatre students use artistic means to explore multiple ways to articulate the visual details of imagined worlds and improvised stories that support to deeply understand artistic processes. After conceiving, describing, rendering, and exploring Dream Characters and Dream Houses (i.e. settings), students will form Dream Communities in which they address and remedy identified social ills (i.e. red-lining). Finally, students will collaborate to create Dream Monologues, which they weave into plays. Students will use this year-long exploration to understand how collaboration, communication, critical thinking, and creativity can help us to

Grade 5 Theatre Arts Curriculum

In 5th Grade Theatre, we will work collaboratively to understand how professional actors analyze and articulate a character’s thoughts, motivations, and objectives. How do actors discover and embody a character’s psychological, vocal, and physiological traits? How can this knowledge be applied to other areas of our lives? How can design be used to reinforce and enhance a message? We will apply these skills to our Grade 5 Benchmark assessment preparation and to creating works for our mid-year “Day of Justice,” a program designed to empower our fifth graders to use theatre to teach our younger students about positive and negative social interactions. We will end the year by cracking open the world and works of William Shakespeare! Grade 5 students have an opportunity to apply and investigate drama skills and synthesize their understanding of theatre terminology, processes, and conventions by participating in the ASB Spring Musical.

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