



Month	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' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.	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)	Lesson 1: Cr2.1.4b Lesson 2: Pr4.1.4b Lesson 3: Pr6.1.4, Re7.1.4 Lesson 4: Cr4.1.4	Lesson 5/6: Pr4.1.4 Lesson 7: Cr1.1.4a, Pr4.1.4b,Re8.1.4 Cn10.1.4a Lesson 8: Cr2.1.2, Pr4.1.4, Re8.1.4b	Lesson 9: Cr1.1.4a, Pr6.1.4, Re7.1.4a, Cn10.1.4a Lesson 10: Cr2.1.4,Pr5.1.4 Lesson 11: Cr3.1.4a, Re8.1.4a	Lesson 1, 2, and 3: Cr2.1.4a, Re8.1.4a, Cn10.1.4a	Lesson 4: Cr3.1.4b, Pr5.1.4a Lesson 5/6/7: Cr2.1.4a, Pr5.1.5b Re8.1.4a Re9.1.4a Cn10.1.4a	Lesson 8-11: Cr2.1.4, PR5.1.5B Cn10.1.4a	Lesson 12: Cr2.1.4c Pr5.1.5b Cn10.1.4a Lesson 1-3: Cr2.1.4c Pr.4.1.4c Re7.1.4a	Lesson 4: Cr2.1.4a Pr6.1.4a Re8.1.4a Cn11.2.4a Lesson 5/6: Cr3.1.4a Pr4.1.4b Re9.1.4c Cn10.1.4a	Lesson 7-10: Cr3.1.4a Pr4.1.4a Re7.1.4a	Lesson 11: Cr3.1.4a Pr5.1.4a Re7.1.4a Lesson 12: Pr6.1.4a Re9.1.4c
Key Objectives linked to Standards →Cr: Envision/Conceptualize →Pr: Select, Analyze, Interpret →Re: Perceive, Analyze →Cn: Synthesize, Relate, Empathize	Lesson 1: Collaborate to envision Norms Lesson 2: Generate and conceptualize artistic ideas Lesson 3/4: Organize and develop artistic ideas.	Lesson 5: Select and interpret artistic work Lesson 6: Convey meaning through artistic work Lesson 7/8: Refine and develop artistic ideas	Lesson 9/10: Relate artistic ideas to deepen understanding Lesson 11/12: Interpret intent and meaning in an artistic work.	Lesson 1/2: Collaborate to generate artistic ideas and work Lesson 3: Collaborate to organize artistic ideas and work.	Lesson 4: Synthesize and relate personal knowledge and experiences to make art Lesson 5-7: Collaborate to select, analyze, and interpret work for presentation	Lesson 8,9,10 Collaborate to develop and refine artistic work Lesson 11: Perceive and analyze artistic work.	Lesson 12: Interpret intent and meaning in artistic work Lesson 1-3: Interpret intent and meaning; synthesize and relate knowledge and experience to make art.	Lesson 4/5: Perceive and analyze artistic work Lesson 6: Apply criteria to develop and evaluate artistic work.	Lesson 7-10: Organize and Develop Artistic ideas by applying criteria to artistic work Lesson 10	Lesson 11: Develop and refine artistic techniques for presentation. Lesson 12: Convey meaning through the presentation of artistic work.
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.				



Sequence of Lessons	Lesson 1 The Ensemble Ethic	Lesson 5 Aspects Of Character	Lesson 9 Building Community	Lesson 1: Creating Community	Lesson 4 Problem Solving: Planet 4A/4B	Lesson 8 Building Community Maps 4	Lesson 12: Reflecting on Community Maps	Lesson 4: Dream Character Monologues	Lesson 7 Combining Dream Character Monologues	Lesson 1: Lesson 11: Rehearsal
	Lesson 2 Dream Characters	Lesson 6 Manifesting Character	Lesson 10 Trust Exercises	Lesson 2 Community Maps	Lesson 5 Building Community Maps	Lesson 9 Refining Community Maps	Lesson 1 Community Map Places: Creating Tableaux	Lesson 5 Refining Dream Character Monologues	Lesson 8 Combining Dream Character Monologues 2	Lesson 12: Performance And Reflection
	Lesson 3 Dream Characters 2	Lesson 7 Super Powers	Lesson 11 Refining Dream Characters	Lesson 3 Collaborating To Create Community Maps	Lesson 6 Building Community Maps 2	Lesson 10 Refining Community Maps 2	Lesson 2 Community Map Place Tableaux	Lesson 6 Dream Character Monologues: Levels Exercise	Lesson 9: Creating Dialogue	
	Lesson 4 Dream Houses	Lesson 8 Habits and Story Problems	Thanksgiving Holiday	Christmas Holiday	Lesson 7 Building Community Maps 3	Lesson 11 Completing Community Maps	Lesson 3 Community Map Place Tableaux 2: Creating Transitions	Spring Break	Lesson 10 Creating Dialogue 2	
Essential Unit Vocabulary	Imagined worlds Given Circumstances Artistic Choice Acting Exercise CROW	Character Traits Physical trait Vocal Trait Aspects of Character Qualities Habits Power Story Problem	Community Trust Exercise Refine Inclusivity Collaboration	Infrastructure Diversity Red-Lining Equity/Inequity Access Community Map	Self-Evaluation Deadline	Reflect	Tableaux CROW Narrative Clarity	Hierarchy Talk Listen Respond Grab & Send		
Formative Assessments	Think/Pair/Share; Pool of Ideas, Carousel Brainstorm, Yes, and...framework, See & Praise Tool, Vocabulary Check-In, 1-minute shares, Performance Reflection, Affinities Circle, One-on-one checks for understanding, Onion Ring, Small Group Reflection, Learning Target Paraphrase, One Word Reflection, Visual Representation of Information/Creative Extension, Opinions Corners, Versions of 3-2-1 Reflection, Classroom Polls									
Summative Assessment	Dream Character Introductions			Community Maps			Character Monologues and Dream Community Dialogue Scenes			
Cross-Curricular Links	VACr1.2.4, VACr3.1.4, VACn10.1.4			Social Studies: WA4.3.1; Geography3.1.1 VACr1.2.4, VACr3.1.4, VACn10.1.4			CCSS-Literacy.W.4.3A, CCSS-Literacy.W.4.3B, CCSS-Literacy.W.4.3D, CCSS-Literacy W.4.4, CCSS-Literacy.W.4.5			

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 learning 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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