



Month	September UNIT 1 Story Structure	October UNIT 1: Story Structure: Beginnings	November UNIT 1: Story Structure: Beginnings	December ~ UNIT 2 Story Structure: Middles	January Unit 2: Story Structure: Middles	February Unit 2: Story Structure: Middles	March Unit 3: Bringing Middles to Life	April Unit 3: Bringing Middles to Life	May Unit 3: Bringing Middles to Life	June Mini-Unit 4: Endings
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. How, when, why do theatre artists' 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: Cr 2.1.3b Lesson 2: Cr3.1.3b Lesson 3: Pr4.1.3a Lesson 4: Re9.1.3	Lesson 5/6: Cr1.1.3c, PR4.1.3b, Pr7.1.3a Lesson 7/8: Cr2.1.3 Pr5.1.3a Re9.1.3	Lesson 9 -12: Cr1.1.3c, Pr4.1.3a, RE8.1.3b, Cn10.1.3a	Lessons 1/2: Cr2.1.3, Pr4.1.3, Re8.1.3, Cn10.1.3 Lesson 3: Cr3.1.3, Pr5.1.3, Cn11.2.3	Lessons 4-6: Cr1.1.3c, Pr6.1.3a, Re8.1.3c, Cn10.1.3a Lesson 7: Re9.1.3a, Cn10.1.3a	Lessons 7-9: Cr2.1.3b, Pr4/1/3a, Re9.1.3 Lessons 10/11: Cr3.1.3a, Re9.1.3c	Lesson 1-3: Cr3.1.3a, Pr7.1.3a, Re9.1.3c	Lessons 4-6: Cr3.1.3a, Pr4.1.3a, Re9.1.3c	Lesson 7-10: Cr3.1.3a, Pr7.1.3a, Re9.1.3c Lesson 10: Cr1.1.4, Re8.1.3	Lessons 11/12: Pr6.1.3a, Cn10.1.3a
Key Objectives linked to Standards →Cr: Envision/ Conceptualize →Pr: Select, Analyze, Interpret →Re: Perceive, Analyze →Cn: Synthesize, Relate, Empathize	Lesson 1/2: Collaborate to envision Norms. Lesson 3/4 Analyze that characters are introduced at the beginning of a story	Lesson 5-8 Collaborate to envision, select, and perceive how characters move in response to given circumstances.	Lesson 9 -11: Collaborate to conceptualize, Interpret, perceive, and relate the impacts of artistic choices (how characters speak) Lesson 12: Synthesize knowledge	Lessons 1- 3: Explore choices, contribute to physical/vocal exploration; examine connections between oneself and a character; engage in acting techniques	Lessons 4-6 Envision and analyze how characters move/think; Examine how connections are made between oneself and a character by examining conflict.	Lesson 7- 9 Explore how stories are adapted from literary sources. Lesson 10-12: Evaluate and analyze situations (beats) in a theatre piece.	Lesson 1-3: Understand that plays are structured in beats; experience how stories are told through action, and that action	Lesson 4-6: Understand Analyze and evaluate stage positions /composition From an audience perspective. Understand that stage pictures tell a story	Lessons 7-10: Participate in methods of investigation to collaborate to build, revise, and refine a theatre work.	Lessons 11/12: Synthesize learning by presenting work to an audience of peers. Reflect and respond to work to complete analysis of story structure.
Catholic Identity Elements	Inspiration comes from the Holy Spirit We recognize God in the beauty of Creation God's design for humans is that we live in community with respect and responsibility for the needs of others.					We make theatre with our bodies as our instrument: our bodies are a sacred gift from God God gives us our feelings and our imaginations to help us think, communicate, imagine, and choose.				



Sequence of Lessons	Lesson 1: Ensemble Ethic	Lesson 5: Given Circumstances	Lesson 9: Impacts of Voice	Lesson 1 Story Structure: Middles	Lesson 4: Middles: Exploring Tactics through Text	Lesson 8: Exploring Literary Adaptations	Lesson 12 Mechanics of Grab & Send	Lesson 4 Stage Positions	Lesson 7: Building Tableaux 2	Lesson 11: Performance for Peers
	Lesson 2: Artistic Exploration	Lesson 6: Creating Character: The Efforts	Lesson 10 Impacts of Voice 2: Vocal Choices	Lesson 2: Identifying/ Playing Tactics	Lesson 5: Identifying Story Problems	Lesson 9: Selecting and Casting a Play	Lesson 1: Rehearsing With Grab & Send	Lesson 5: Compositions	Lesson 8: Building Tableaux 3	Lesson 12: Endings: The Moral of the Story
	Lesson 3: Story Structure: Beginnings	Lesson 7: Creating Character 2: Utilizing the Efforts	Lesson 11: Impacts of Voice3: The Power of Choice	Lesson 3: Exploring Tactics through Text	Lesson 6: CROW: Relationships and Conflict	Lesson 10: Table Work	Lesson 2: Middles: Physical Action	Lesson 6: Building Tableaux 1	Lesson 9: Animating Tableaux	
	Lesson 4: Story Structure: Character	Lesson 8: Creating Character 3: Putting the Efforts into Practice	Lesson 12: Combining Movement and Voice to Create Character	Christmas Break	Lesson 7: The Stories We Tell	Lesson 11: Dividing a Scene into Beats of Action	Lesson 3: Parts of the Stage	Spring Break	Lesson 10: Adding a Technical Element	
Essential Unit Vocabulary	Character, character development, conflict, Climax, Rising Action, Falling Action, Dialogue, Resolution, Focus, Collaboration, Genre Ensemble	Given Circumstances, Character, Focus, Dialogue, Enunciation, Pitch, Tempo, Effort, Weight, Direct, Indirect, Bound, Unbound, Direction, Movement, Gesture, Level	Given Circumstances, Character, Focus, Dialogue, Enunciation, Pitch, Tempo, Effort, Weight, Direct, Indirect, Bound, Unbound, Direction, Dynamics, trait	Rising Action Problem Tactic Objective Neutral Scene Connection Grab & Send Eye Contact Talk/Listen/ Respond Given Circumstances	Improvisation Talk/Listen/ Respond Grab & Send Story Problem Rehearsal Beat CROW Literary Adaptation	Casting Table Work Evaluate Analyze Beat Artistic Choice Talk/Listen/ Respond Grab & Send Empathy	Hierarchy Facial Expression Gesture Levels Action Stagecraft Blocking Staging Stage Positions Parts of the Stage (SR, SL, et al)	Tableaux Dramatic Structure Open/Closed positions Collaborate Revise Refine Ethics	Technical Element Animate Revise Refine Collaborate Prop Run-through	Moral Reflection Tech Run-Through Dress Rehearsal Performance
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									
Summative Assessment	Cumulative Work/Creative Portfolio			Cumulative Work/Creative Portfolio			Cumulative Work/Creative Portfolio			Performance
Cross-Curricular Links	CCSS RL-Literacy 3.1	CCSS RL-Literacy 3.1A	CCSSRL-Literacy 3.1, 3.1B	CCSS-RL-Literacy 3.5 Language 3.2	CCSS-RL-Literacy 3.4A,B, C	CCSS-RL Literacy 3.2, 3.3, 3.4B,D	CCSS-RL-Literacy 3.1, 3.4	CCSS-RL Literacy 3.10, 3.4	CCSS -RL Literacy 3.10 3.4 A, B, C	CCSS-RL-Literacy 3.2

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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