



Month	September UNIT 1 Pantomime	October UNIT 1: Pantomime	November UNIT 1: Pantomime	December ~ UNIT 2: Musical Theatre Skills	January UNIT 2/3: Musical/Capstone Project	February UNIT 3: Capstone Project	March UNIT 3: Capstone Project	April UNIT 3: Capstone Project	May UNIT 3: Capstone Project	June UNIT # and Wrap-Up
Essential questions/ Enduring Understanding	Theatre artists rely on intuition, curiosity, and critical inquiry.	What happens when theatre artists use imagination 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 Standards → Create (Cr) → Perform (Pr) → Respond Re → Connect (Cn)	Lesson 1: Cr2.1.5b Lesson 2: Re7.1.5a Lesson 3: Re8.1.5c Pr5.1.5a Lesson 4: Cn11.2.5b	Lesson 5: Re8.1.5a Cr1.1.5a Lesson 6 Cr1.1.5a Pr4.1.5b Re8.1.5a Lesson 7/8: Cr3.1.5, Pr4.1.5b Re8.1.5a	Lesson 9/10: Cr3.1.5a Pr4.1.5b Re8.1.5a Lesson 11 Cr9.1.5a Pr4.1.5b Re9.1.5a	Lesson 12: Cr1.1.5a Pr4.1.5b Re7.1.5 Lesson1/2 Cr2.1.5b Pr3.1.5b Re8.1.5b Cn11.2.5b Cn10.1.5a	Lesson 3 and 4 Cr2.1.5b Pr3.1.5 Re8.1.5b Cn111.2.5a Lesson 5: Re7.1.5a 10.1.5a Lesson 2: Cr1.1.5c , Pr4.1.5a Re8.1.5a	Lesson 3: Cr1.1.5c Pr4.1.5a Re8.1.5a Lesson 4 Cr2.1.3b Cn11.1.3a 5: Cr3.1.5c Pr4.1.5b Re7.1.5a, Cn10.1.5a	Lesson 6-8 Cr2.1.5b Pr4.1.5b Re7.1.5a Cn10.1.5a Lesson 9: Cr3.1.5 Pr4.1.5b Re9.1.5a	Lesson 10 Cr3.1.5 Pr4.1.5b Re8.1.5c Lesson 11/12: Cr3.1.5 Pr4.1.5b Re9.1.5a	Lesson 13: Cr3.1.5, Pr6.1.4 Re7.1.5a Cn10.1.5a 14: Cr3.1.4c, Pr5.1.5b, Re8.1.4b 15:Cr3.1.5 Pr6.1.4, Re7.1.5a 16: Cr2.1.5 Pr6.1.4, Re7.1.5a	Lesson 17: Cn10.1.5a Wrap-Up: Cn10.1.5a
Key Objectives linked to Standards →Cr: Envision/ Conceptualize →Pr: Select, Analyze, Interpret →Re: Perceive, Analyze →Cn: Synthesize, Relate, Empathize	Generate Norms based on analysis of 21 st Century Learning Skills Relate artistic ideas with historical context to deepen understanding Perceive and analyze artistic work	Generate and conceptualize artistic ideas and work. Select, analyze and interpret artistic ideas. Synthesize and relate knowledge and personal experiences to make art.	Organize and develop artistic ideas and work Interpret intent and meaning in artistic work. Apply criteria to evaluate artistic work. Use physical means to convey meaning	Convey meaning through the presentation of artistic work. Cultivate breath support, vocal expressiveness and intonation skills. rehearsal protocols, and theatre ethics	Develop and refine artistic techniques for presentation. Perceive and analyze artistic work. Generate and conceptualize artistic ideas and work.	Select, analyze and interpret work for presentation. Use personal knowledge and experience to tell stories. Convey meaning through body, face, voice, and gesture, and physical action.	Organize and develop a story adaptation through the use of body, face voice, gesture, levels, action. Use clear communication skills (talking, listening, responding) to convey meaning.	Convey intent and meaning through evaluating artistic work. Apply criteria to evaluate artistic work.	Perceive and analyze artistic work. Refine and evaluate artistic techniques and work for presentation. Convey meaning through the presentation of artistic work	Analyze performance impacts to deepen understanding.
Catholic Identify Elements	Understand that the common good and solidarity also mean that there are times when we may have to give up what we want for the greater needs of others.					Recognize the difference between personal and social sin. Understand what it means to be good stewards of God's creation. Understand Catholic Social Teaching. Recognize that rights also come with responsibilities.				



Sequence of Lessons	Lesson 1 Exploring the 4 C's	Lesson 5 Pantomime Technique	Lesson 9: Pressure and Tempo	Lesson 12: Cornerstone Assessment	Lesson 3: Musical Rehearsal 3	Lesson 2: Upstage Line	Lesson 6: Creating Transitions	Lesson 10: Refining Dialogue	Lesson 13: Run-through	Lesson 17: Reflection and Celebration
	Lesson 2 Incorporating the 4 C's	Lesson 6 Exploring Pantomime Technique	Lesson 10 Message in a Bottle	Lesson 1: Spring Musical Rehearsal 1	Lesson 4: Musical Blocking and Choreography	Lesson 3: Applying Upstage Line	Lesson 7: Adding Dialogue	Lesson 11: Refining Dialogue 2	Lesson 14: Adding Technical Elements	Wrap-Up: Stepping up to 6 th Grade Drama
	Lesson 3 Living the 4C's	Lesson 7 Breaking Down a Prop	Lesson 11 NCAS Cornerstone Assessment Prep	Lesson 2: Spring Musical Rehearsal 2	Lesson 5: Final Rehearsal	Lesson 4 Adapting a Story	Lesson 8: Adding Dialogue 2	Lesson 12: Refining Dialogue 3	Lesson 15: Dress Rehearsal	
	Lesson 4' Introduction to Pantomime	Lesson 8 Weight, Size, and Shape	Thanksgiving Break	Christmas Break	Lesson 1: Introduction to Capstone Project	Lesson 5 Building Tableaux	Lesson 9: Applying Staging Techniques	Easter	Lesson 16: Performance and Teach-In	
Essential Unit Vocabulary	Ensemble Collaboration Creativity Critical Thinking Communication Pantomime Acting Skills Improvisation Action Standard Learning Target	Technique Weight Tempo Size Shape Pressure Prop Business Criteria	Narrative Pantomime Physical Characterization Group Collaboration Story Context Inner Thoughts Projection Story Context	Articulation Audition Cue Design Concept Diction Genre Inflection/Pitch Enunciation Dialect	Seen Heard Facial Expression Gesture Levels Action Circumstance Obstacle Group Collaboration	Adaptation Tableaux Interruption Story Structure Beginning Middle, End Rising Action Climax,	Objective, Obstacle Monologue Dialogue Transition Animate	Open Closed In/Out Up/Down Upstaging DS, US, SR, SL, DSR, DSL, USR, USL	Run-through Rehearsal Focus Concentration Slate Critical Evaluation Reflection Relevance	Reflection Evaluation
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, Written Planners,									
Summative Assessment	NCAS 5th Grade Cornerstone Assessment			Musical Skills Assessment			Social Skills Performance and Teach-In			Final Reflection
Cross-Curricular Links	CCSS-ELA-Literacy 5.1.B CCSS-ELA-Literacy 5.1.C	MATH5.OA.B: Analyze patterns and relationships	MATH5.OA.B: Analyze patterns and relationships	CCSSLiteracyL5.1.B CCSS-Literacy L 5.3.A	CCSS-Literacy-RL 5.5 CCSS-Literacy RL 5.9	CCSS-ELA LiteracySL5.1.D	CCSS-ELA-Literacy 5.2 CCSS-ELA-Literacy 5.4 Writing 5.3	CCSS-ELA-Literacy 5.5 CCSS-ELA – Writing 5.3	CCSS ELA-Literacy-SL5.1.D CCSS-Literacy L5.5	

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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