

5th GRADE THEATER CURRICULUM STANDARDS

CR Creating	TH:Cr1.1.5 a. Identify physical qualities that might reveal a character's inner traits in an imagined world. b. Propose design ideas that support a story and given circumstances c. Identify how the inner thoughts of a character affect a story and given circumstances.	TH:Cr2.1.5 a. Devise original ideas that reflect collective inquiry about characters and their given circumstances b. Participate in defined responsibilities required to present a drama or theater work informally to an audience.	TH:Cr3.1.5 a. Revise an improvised or scripted drama or theater work through repetition and self-review. b. Use physical and vocal exploration for character development. c. Create innovative solutions for design and technical problems.
PR Processing	TH:Pr4.1.5 a. Describe the underlying thoughts and emotions that create dialogue and action in a theatrical experience. b. Use physical and vocal choices to develop a character.	TH:Pr5.1.5 a. Apply acting exercises to enhance collaborative theatrical experiences. b. Demonstrate the use of technical elements in theater.	TH:Pr6.1.5 a. Perform drama or theater work informally for an audience.
RE Responding	TH:Re7.1.5 a. Explain personal reactions to artistic choices.	TH:Re8.1.5 a. Connect personal experiences to theater as a participant or observer. b. Investigate the effects of emotions on posture, gesture, breathing, and vocal intonation	TH:Re9.1.5 a. Develop and implement a plan to evaluate a drama or theater work. b. Assess how technical elements represent the theme of a drama or theater work. c. Recognize how character circumstances affect audience perspective
CN Connecting	TH:Cn10.1.5 a. Explain how drama or theater connects oneself to a community or culture.	TH:Cn11.1.5 a. Investigate historical, global, and social issues expressed in a drama or theater work.	TH:Cn11.2.5 a. Analyze similarities and differences between stories set in different cultures. b. Compare the theatrical conventions of a given time period with those of the present.

NYS NEXT GENERATION STANDARDS

ELA



MATH



5th Grade

CRITICAL THINKING

- Transform personal experiences into original performances using the elements and principles of theatre
- Recognize, describe and interpret the relationship between an element or principle of theatre and its specific artistic purpose
- Critique, defend and support student preference for specific pieces of theatre using age-appropriate domain specific vocabulary
- Begin to identify simple theatrical visions and processes based on the elements and principles of theatre
- Use and manipulate tools and materials independently in an age-appropriate manner that displays increase in skill development
- Begin to discuss how theatre artists express themselves and their cultural identities through their writing and performance
- Compare and contrast two pieces of theatre of a similar theme from various periods and cultures
- Assess and compare/contrast different cultural styles in theatre that reflect people's values and beliefs

END OF YEAR EXPECTATIONS

- Apply self-reflection strategies to improve both performance and critical thinking skills. Incorporate, identify and discuss elements and principles of theatre in relation to subject matter, themes, and performance.
- Make decisions using elements and principles to effectively communicate their ideas both in writing and performance.
- Use a variety of theatrical materials and resources that are developmentally appropriate
- Select scripts and theatrical materials that best achieve student's artistic intent
- Create various pieces of theatre based on age-appropriate themes and topics
- Develop an understanding of the relationship between regional cultures and theatre
- Think critically to solve problems independently during the creative process
- Describe, analyze, interpret and evaluate the written and performance work of others
- Observe, analyze, and evaluate theatrical work in small and large groups
- Demonstrate growth in developmentally appropriate art understandings, which include progression towards mastery in performance technique, application of techniques to creative work, use of academic theatrical vocabulary, and concept building.

5th Grade

Unit : Introduction to Theatre Instructional Components

Vocabulary

Journal
Script
Critique
Analyze
Observe
Reflection

Objectives

Students will be able to:

- Explain the rules and procedures of the acting studio
- Review concepts from fourth grade curriculum
- Recognize, define and use theatre vocabulary and phrases when discussing and describing theatrical works
- Develop and use a journal for concept building, writing exercises, and reflection
- Create a representational image of self to be used as a baseline for assessment of skills and knowledge

Outcomes

- Students will have produced at least 1 self-reflective theatre piece that depicts a symbolic or actual representation of the student at the end of this unit.

Unit: Theatre History and Cultural Contributions

Students will be able to:

- Discuss the historical significance of theatre in our lives
- Compare and contrast themes in theatre/plays using historical and cultural context
- Research and discuss specific theatrical artists, practitioners, movements, genres and cultural traditions throughout history and the world
- Apply research skills and strategies to create a product based on research of a cultural group or tradition
- Demonstrate critiquing skills and strategies when looking at and talking about live theatre as well as written scripts
- Compare and contrast diverse cultural groups and traditions that have inspired theatrical creation.

VOCABULARY

CULTURAL

PERFORMANCE

TRADITION

GENRE

MOVEMENT

5th Grade

Unit: Ensemble

Vocabulary

Ensemble
Teamwork
Actors' Tools
Voice
Body
Imagination
Trust

The Lion King



Objectives

Students will be able to:

- Participate as a member of a theatrical ensemble
- Analyze, describe and evaluate how ensemble is important to the work we do in theatre and why it is essential
- Describe the actors' tools of voice, body and imagination, and explain how and why they are important to work as actors.
- Use the principles of ensemble work to create short pieces of theatre with others
- Use developmentally appropriate theatrical techniques and ideas to devise short pieces of original group work in teams of varying size
- Incorporate self-developed concepts in theatrical work
- Give and take in an exchange of ideas with peers on a variety of short projects

Outcomes

- Students will collaborate on a number of short theatrical exercises and games with any number of different peers.
- Students will use appropriate actors' tools of voice, body and imagination to create and participate in group activities.

Resources

Theater Games for the Classroom: A Teacher's Handbook by Viola Spolin

5th Grade

Vocabulary

Improvisation
Improv
Spontaneous
Scenario
On Your Feet
In Character
Dialogue
Conflict

Artist: Viola Spolin



Unit: Improvisation

Objectives

Students will be able to:

- React spontaneously with sense onstage in a variety of situations/scenarios
- Develop and maintain a character without prior planning or thought
- Initiate a plausible conflict with another actor and work toward a solution
- Remain in character for the duration of a scenario
- Create meaningful dialogue with another actor without prior planning or consultation
- Incorporate self-developed concepts in stage work
- Collaborate on impulse with multiple scene partners
- Reflect orally and in writing regarding character/scene choices

Outcomes

- Students will collaborate to create a variety of spontaneous and comprehensive scenarios with a number of partners; paying particular attention to character, dialogue, continuity and conflict

Resources

Improvisation for the Theater: A Handbook of Teaching and Directing Techniques (Drama and Performance Studies) by Viola Spolin

5th Grade

Vocabulary

Upstage	Downstage Center
Downstage	Downstage Right
Stage Left	Full Front
Stage Right	Full Back
Upstage Left	One Quarter
Upstage Center	Profile
Upstage Right	Three Quarters
Downstage Left	Cheat Out
	Fourth Wall

Unit : Stage Directions and Body Positions

Objectives

Students will be able to:

- Use age-appropriate materials and tools to gain understanding of stage areas and body positions
- Orally and in writing identify all stage areas and body positions
- Effectively use shorthand abbreviations for each area/position
- Respond accurately to directions given by peers
- Communicate to others effectively and precisely using shared vocabulary
- Incorporate knowledge of body positions and stage directions into rehearsal and performance situations

Georg II, Duke of Saxe-Meiningen



Outcomes

- Students will be able to identify orally and in writing the areas of the stage and stage directions.
- Students will be able to give and receive direction accurately to/from peers.
- Students will be able to incorporate their knowledge into real world theatrical rehearsal/performance situations.

5th Grade

Unit : Storytelling

Vocabulary

Storytelling
Beginning
Middle
End
Character
Theme
Moral
Blocking
Tableau
Slow Motion

Objectives

Students will be able to:

- Collaborate in large and small group settings to bring a simple story to life through words and movement
- Understand the role and function of a narrator and incorporate into storytelling
- Use various theatrical conventions including tableaux and slow motion in order to enhance storytelling
- Create appropriate movement and blocking to lift the story from the page to the stage
- Define individual characters through movement, voice and action
- Explain and convey the moral of a story to an audience through movement and dialogue
- Perform a polished story in front of an age appropriate audience

African Folktales



Outcomes

- Students will create a storytelling performance based on a book or legend from page to stage incorporating new skills and learning in areas of movement, dialogue and convention.

Resources

**Anansi the Spider
(a West African
Folk Tale)**

5th Grade

Vocabulary

Protagonist
Antagonist
Conflict
Resolution
Script
Dialogue
Stage Directions
Character
Sketch
Narrator

Ava DuVernay



Outcomes

- Students will create at least one script in collaboration with a group of peers that identifies a clear protagonist, antagonist, conflict, resolution, and effective and appropriate dialogue and stage directions.

Unit : Playwriting

Objectives

Students will be able to:

- Create a relevant character sketch for multiple characters including a protagonist and antagonist
- Create an appropriate theatrical conflict and resolution between characters
- Understand the role of a narrator and incorporate into a script
- Expand a conflict into a fully realized story with all appropriate parts
- Write meaningful and effective dialogue driven by character and conflict
- Collaborate with peers to fully realize a script from idea to completion
- Work individually and in teams to brainstorm and develop concepts to create a theatrical story
- Provide relevant stage directions to enhance and clarify a script
- Format and type said script in appropriate theatrical form

Resources

Playmaking: Children Writing and Performing Their Own Plays by Daniel Judah Sklar

5th Grade

Unit : From Page to Stage

Vocabulary

Director
Blocking
Stage Business
Memorization
Costume Designer
Scenic Designer
Properties
Lighting Designer
Sound Designer

52nd Street Project



Objectives

Students will be able to:

- Collaborate with peers to realize a script from page to stage
- Use a variety of age-appropriate materials, tools, and media to create costumes, scenery, props and other needed tangibles for performance
- Direct one another in character and movement appropriately and effectively on the stage
- Rehearse effectively with peers in a small group situation
- Incorporate knowledge of blocking and stage business into practical usage on the stage
- Incorporate appropriate sound, lights and other needed elements for added effect in performance
- Use appropriate actor preparation in a timely manner to ready for performance
- Perform with peers in front of a live audience
- Reflect orally and in writing in an evaluative manner regarding both individual and group performances
- Provide constructive and appropriate feedback to peers

Outcomes

- Students will produce a fully realized production of a short play with respect and attention to both the collaborative elements and individual responsibilities of theatre.
- Students will present their final production to an audience of their peers.
- Students will be able to speak to the various roles in productions and cite their individual contributions to each and every role.

Resources

“The 52 Pick-up” by the
52nd Street Theatre