



Theatre | Grade 6



Curriculum

Discover and Create (Suggested 4 Weeks)

<p>Introduction</p> <ul style="list-style-type: none"> • Terminology • Stage Terms: Directions, Positions • Jobs in Theatre • Genres? • Theatre History? 	<p>Suggested Activities</p> <p>Stage Area Stick 'Em (4 corners)</p>	<p>Resources</p> <p>Drama Menu book Dramamenu.com</p>
<p>Characterization</p> <ul style="list-style-type: none"> • Voice • Body 	<p>Pantomime Diction Projection Warmups</p>	

Develop and Perform (Suggested 5 Weeks)

<p>Script Structure</p> <ul style="list-style-type: none"> • Dialogue • Monologue • Stage Directions • Plot • Character Identification • Blocking 	<p>Suggested Activities</p> <p>Write a simple script</p>	
<p>Technical Aspects</p> <ul style="list-style-type: none"> • Lighting • Sound • Sets 	<p>Suggested Activities</p> <p>Tech rodeo Set moving relays Sound effects Spotlights</p>	



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<p>Scene Performance</p> <ul style="list-style-type: none"> • Stage Fright • Projection • Audience Etiquette 	<p>Suggested Activities</p> <p>Literary Scenes Scripted scene (costumes, props, using script, stage direction) Memorization (include personal electronics) Mad Libs Monologues Fairy tale play</p>	
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Standards and Skills

<p>THEATRE (Kansas Curricular Standards for Theatre)</p>	<p>STANDARDS</p> <ul style="list-style-type: none"> • Explore and imagine through creative play, drama processes and theatre experiences to discover diverse creative ideas. • Engage in creative play, drama processes and theater experiences both individually and collaboratively. • Communicate the relationships between theatre and the world to make meaning and deepen understanding of cultural, global, and historical contexts. Acquire the information and skills necessary for the planning and preparation of a theatrical work. • Present realized artistic ideas in a theatrical form • Use self-control and active listening to appreciate and respond to a performance • Create a personal response to a performance and apply those ideas to self and society. • Maintain a safe space for experimentation and risk taking for the development, revision and refinement of new work, ideas and perspectives. • Interpret and articulate perspectives on theater experiences in one's work and the work of others by using criteria such as aesthetics, beliefs, contexts and critical perspectives. • Recognize elements and skills from other content areas used in theater and use skills developed through theatre in other content and occupational areas. • Respond to the feelings/emotions within self and other's discovered through drama work and theatre experiences to demonstrate an understanding of the human experience. <p>SKILLS</p> <ul style="list-style-type: none"> • Demonstrate open minded acceptance of new ideas. • Improvise dialogue while role playing a character. • Improvise and role play a real or fictional character.
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- Visualize a setting appropriate to a story.
- Share ideas
- Apply curiosity, questioning, and problem solving to develop artistic work.
- Apply personal observation, knowledge, and experience to shape a work.
- Integrate and or adapt to unexpected circumstances/information.
- Recognize unintended occurrences and apply them in a positive way.
- Demonstrate the give and take essential to effective collaboration.
- Demonstrate active listening.
- Demonstrate concentration on task at hand.
- Explain how contextual aspects are impacted by various cultures, times, and places.
- Use variations of voice, movement and gesture for different characters.
- Generate character and design interpretations from a script
- Complete the sequence of events leading up to a production
- Recognize and use the environment and available resources for a production.
- Review and critique creative works to improve their quality
- Voice: demonstrate projection, diction, inflection
- Warm-Ups: demonstrate vocal and physical warm-ups
- Demonstrate appropriate audience behavior.
- throughout the production process."
- Demonstrate active listening.
- Display appropriate emotional behavior
- Present a theatrical work to an audience.
- Identify and reflect on personal meaning and emotional responses to performances and apply ideas to self and society
- Compare and contrast the differences between live theatre and video performances.
- Analyze a personal reaction to a performance.
- "Describe the reasons for the creator's choices in production elements using theatrical vocabulary."
- "Analyze and evaluate the dramatic elements that work and why in performances."
- Develop acceptance of individuals in their theatrical community and the community as a whole.
- Identify how the local community and theatre programs affect each other.
- Identify and describe basic story elements.
- Recognize the differences between dramatic genres and realistic and non-realistic styles of theatre.



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| | <ul style="list-style-type: none">• Read script: Differentiate dialogue, stage direction, and character identification.• Identify and demonstrate stage position and movement.• Identify responsibilities of production team.• Follow appropriate safety procedures.• Explain how contextual aspects are impacted by various cultures, times, and places.• Develop acceptance of individuals in their theatrical community and the community as a whole.• Identify how the local community and theatre programs affect each other. |
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