

# Instructional Map

# 6<sup>th</sup> Grade Theatre

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<i>Concept from Pacing Guide (no verbs)</i> <i>State Student Performance Indicators</i>	<i>Measurable Verb paired with student activities and products.</i>	<i>Measured demonstration of student activity/outcome quality.</i>	<i>Books, websites, articles</i>
<b>QUARTER 1</b>			
<b>PERFORM</b>			
Creative Drama CLEs 2.1,2.2,2.3,2.4, 2.5, 2.6 SPIs 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3	Demonstrate mirroring another person's body Demonstrate physical characteristics of a person, animal, or thing Perform in a manner of a described character Demonstrate physical acting skills such as body alignment, isolation, rhythm, and character development	Participate in theatre games demonstrating mirroring and character portrayals of people/animals and objects. Demonstrate physical acting skills through role play of a described character from favorite children stories, i.e., <i>Little Red Riding Hood</i> , <i>Three Little Pigs</i> , <i>Snow White</i> .	<i>Exploring Theatre</i> : pp. 39 – 41, 50 - 64, 123 – 130, 160-165, 269-271
Dramatic Interpretation CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.1, 2.5.2, 2.5.3, 2.6.1, 2.6.2	Create, rehearse, and perform a believable character in a scripted or improvisational scene Describe and analyze in written and oral form a character's wants, needs, and personality characteristics	Participate in theatre games creating and sustaining believable characters through improvisation Using selected theatre works, describe a character including wants, needs, and personality	<i>Exploring Theatre</i> : pp. 117, 118, 123-124, 131-135, 143, 173, 287-312
Pantomime CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 7.1 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3,2.5.2, 2.6.1, 2.6.2, 7.1.3	Create physical, emotional, and social dimensions using pantomime techniques to create the illusion of concrete objects as well as characters and scenes Model pantomime of literary selections such as fairy tales, poetry, skits, or stories Create a story pantomiming specific actions while using the body to express ideas, emotions, and characters with a beginning, middle, and end	Participate in theatre games using techniques to create pantomimes illustrating characters and scenes/animals/concrete objects Pantomime/mime literary selections using the body to express ideas, emotions, character, and plot	<i>Exploring Theatre</i> : pp. 67 – 78, 269-279

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Storytelling CLEs 2.1, 2.3, 2.4, 2.6 SPIs 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3,	Prepare and tell a personal story Discuss how everyone has personal stories Model effective storytelling techniques	Participate in a round robin storytelling exercise Demonstrate listening and speaking skills Participate in theatre games demonstrating storytelling techniques Discuss that everyone has personal stories to tell Perform and share stories relating to personal history	<i>Exploring Theatre: pp. 70, 75-78, 315-328</i>
<b>CREATE</b>			
Puppetry, Shadow Play, and Masks CLEs 2.1, 2.2, 2.3, 2.4, 2.5, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.2, 2.6.2	Identify and explain differences among the five basic puppet types Explain the use of imagination to design and create an original puppet Dramatize a puppet character Model various puppet voices Explain and illustrate ways to develop a puppet script with original dialogue Model the performance of a shadow character Use movement to project characterization Produce characterization and improvisation while wearing an original mask Use movement to communicate attitudes, feelings, and moods while wearing a mask	Read textbook selections explaining the differences in puppet types Develop a script for a puppet show performance Create an original puppet character to present in a puppet show performance Create and use a “puppet voice” during the performance Demonstrate a shadow character using movement for characterization While wearing an original mask, perform a scene from a specific story, communicating attitudes/feelings through movement	<i>Exploring Theatre: pp. 347-372</i> <i>Ready-To-Tell Tales</i> by David Holt and Bill Mooney: A multicultural collection of traditional tales contributed by more than forty of America's most experienced storytellers, with tips for telling the stories.
<b>RESPOND</b>			

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<p>Critiquing Process CLEs: 5.1, 5.2, 7.1 SPIs: 5.1.2, 5.1.3, 5.2.2, 5.2.3, 7.1.2</p>	<p>Discuss the components of drama (discussion) Use factual information/make knowledge-based decisions (analysis) Explain feelings, ideas, and personal preferences/make aesthetic interpretations Make and share personal decisions about the artistic merit of the various aspects of theatre, i.e., dramatic literature, character portrayal, technical aspects Use theatre language when interpreting/assessing drama</p>	<p>Class discussion and written journal entries on the components of drama Analyze and use appropriate theatre language to critique selected dramatic works making personal and aesthetic interpretations about various aspects of theatre</p>	<p><i>Exploring Theatre</i>: pp. 45-48, 226, 238, 240-244</p>
<b>CONNECT</b>			
<p>Theatre and Society CLEs 5.1, 5.2, 8.2 SPIs 5.1.2, 5.1.3, 5.2.2, 5.2.3, 8.2.1, 8.2.2, 8.2.3</p>	<p>Explain how drama depicts life and authentic history/culture Explain how drama influences social changes Explain how history and culture influence drama Explain how the works of exemplary artists/dramatic writers throughout time can enhance education today Explain how style, theme, and dramatic elements vary</p>	<p>Critique of selected dramatic works explaining variations in the use of dramatic elements, style, theme, and the influence/interrelations of theatre artists on history/life/social changes Read textbook selections and write a report on play elements</p>	<p><i>Exploring Theatre</i>: pp. 1, 20, 27, 138, 140, 173, 231, 295, 316, 336, 354,</p>
<p>Artistic Discipline CLEs 6.2 SPIs 6.2.1, 6.2.2, 6.2.3</p>	<p>Explain the concept of ensemble Show appropriate respect for the safety and maintenance of the work space and tools Model social discipline in dramatic activities Model good audience behavior</p>	<p>Read textbook selections on proper audience etiquette Present a collaborative drama work demonstrating cooperation, safety, and maintenance of work space/tools Demonstrate good audience behavior while watching class performances</p>	<p><i>Exploring Theatre</i>: pp. 42 – 43, 177, 226, 230-234</p>
<b>QUARTER 2</b>			
<b>PERFORM</b>			

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
Characterization CLEs 2.1,2.2,2.3,2.4, 2.5, 2.6 SPIs 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.4.1, 2.4.2, 2.4.3, 2.5.2, 2.6.2, 2.6.3	Perform a character based on scripted material or improvisation using props, costumes, and imagery  Model the performance of a character using physical movement, sound/speech, and facial expression  Identify and clearly describe characters, their relationships, and environments from selected scripts	Participate in theatre games creating believable characters experimenting with physical and vocal skills  With a partner, portray a character in a duet scene using body movement, facial expression, speech, props, costumes, and imagery.  Memorize and perform lines from a scripted scene.  Listen, observe, and respond in character to other actors	<i>Exploring Theatre:</i> pp. 120 – 130, 134, 144-147
Voice and Diction CLEs 2.6 SPIs 2.2.3, 2.6.3, 2.6.2	Demonstrate understanding of the function and importance of relaxation and breathing techniques  Demonstrate diction and voice control techniques	Participate in classroom breathing/relaxation/voice and diction exercises/activities learning the correct techniques Use the techniques to give an informal or persuasive speech  Create an oral interpretation of a dramatic passage utilizing breathing/speaking techniques	<i>Exploring Theatre:</i> pp. 82-106, 138
Physicality CLEs 2.4, 2.6 SPIs 2.2.2, 2.2.3, 2.4.1, 2.4.3, 2.6.2	Demonstrate physical acting skills such as body alignment, isolation, control of body parts, and rhythms to develop characterization	Perform character portrayals in theatre games illustrating body alignment/control and rhythm	<i>Exploring Theatre:</i> pp. 50 – 64, 84 – 87, 134, 144-147
<b>CREATE</b>			
Staging a Play CLEs 4.1, 4.5 SPIs 4.1.2, 4.2.1, 4.4.1, 4.4.3	Model the use stage terminology for blocking and stage directions  Explain how costumes, props, and make-up enhance a stage production	Write, stage, rehearse, and perform a short scene  Design and/or choose the appropriate costumes, props, and make-up for the scene	<i>Exploring Theatre:</i> pp. 68-69, 154-166, 190-205, 254
<b>RESPOND</b>			

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<p>Critiquing Process</p> <p>CLEs 5.1, 5.2</p> <p>SPIs 5.1.2, 5.1.3, 5.2.2, 5.2.3</p>	<p>Discuss the components of characterization (discussion)</p> <p>Use factual information/produce knowledge-based decisions (analysis)</p> <p>Explain feelings, ideas, and personal preferences/make aesthetic interpretations</p> <p>Make personal decisions about the artistic merit of various characters in dramatic works</p> <p>Use theatre language when interpreting/assessing characterization</p>	<p>Read textbook selections to understand and discuss the process of creating characterization</p> <p>Critique selected works making knowledge based decisions and explain one's interpretations using appropriate theatre language</p> <p>Express personal preferences and decisions about quality/artistic merit of the pieces</p>	<p><i>Exploring Theatre</i>: pp. 45-48, 226, 238, 240-244</p>
<p>Authentic Evaluation/Artistic Discipline</p> <p>CLEs 5.2, 7.1</p> <p>SPIs 5.2.1, 7.1.1, 7.1.2, 7.1.3,</p>	<p>Discuss constructive criticism</p> <p>Model giving feedback using constructive criticism</p>	<p>Watch a performance and offer feedback using constructive criticism</p> <p>Create a scene in which the characters do <u>not</u> use constructive criticism</p> <p>Discuss the impact of the characters not using constructive criticism</p>	<p><i>Exploring Theatre</i>: pp. 42 – 48, 177, 226, 230-244</p>
<p>Evaluation Process Utilizing Digital Video Recording</p> <p>CLEs 1.6, 2.3, 2.6</p> <p>SPIs 1.6.1, 2.1.3, 2.2.2, 2.2.3, 2.3.3</p>	<p>Demonstrate the meaningful integration of visual and performing art concepts and skills</p>	<p>Participate in a group performance of a play structured from a children's story demonstrating visual and performing skills</p> <p>Record the production and evaluate the performances</p>	<p><i>Exploring Theatre</i>: pp. 234-238, 242-244</p>
<b>CONNECT</b>			

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Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p>Theatre and Society</p> <p>CLEs 5.1, 5.2, 8.2</p> <p>SPIs 5.1.2, 5.1.3, 5.2.2, 5.2.3, 8.2.1, 8.2.2, 8.2.3</p>	<p>Explain how characters depict life and authentic history/culture</p> <p>Explain how characters influence social opinion</p> <p>Explain how history and culture influence characterization</p> <p>Explain how the works of exemplary actors/actresses throughout time can enhance education today</p> <p>Explain how style, theme, and dramatic elements vary</p>	<p>Critique of selected dramatic works explaining variations in the use of dramatic elements, style, theme, and the influence/interrelations of theatre artists on history/life/social changes</p> <p>Explain how artists, past and present impact education today</p>	<p><i>Exploring Theatre</i>: pp. 1, 20, 27, 138, 140, 173, 231, 295, 316, 336, 354,</p>
<p>Key Elements of a Play</p> <p>CLEs 1.1, 1.2, 1.3, 1.4, 1.6</p> <p>SPIs 1.3.2, 1.4.1, 1.4.2, 1.4.3, 1.5.2, 1.6.1, 1.6.2</p>	<p>Demonstrate spectacle (the visible part of a play)</p> <p>Demonstrate sound (the audible part of a play)</p> <p>Demonstrate diction (language)</p> <p>Demonstrate character (person in a play)</p> <p>Demonstrate reasoning (emotions and speech essentials)</p> <p>Create plot (action and events)</p>	<p>Read specific textbook selections to understand the application of play elements in dramatic works</p> <p>Participate in a group analysis of a play to identify key elements</p> <p>Create and perform in a short skit demonstrating the understanding of play elements</p>	<p><i>Exploring Theatre</i>: pp. 76, 77, 88, 137 - 140, 213, 214, 235, 240, 324</p>

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<p>Plot Structure</p> <p>CLEs</p> <p>1.1, 1.2, 1.3, 1.4, 1.6</p> <p>SPIs</p> <p>1.3.1, 1.4.1, 1.4.2</p>	<p>Demonstrate understanding of the dramatic structure of a play including plot, exposition, conflict, climax, theme, acts, scenes, antagonist, and protagonist</p> <p>Explain character relationships in selected scenes</p>	<p>Read historical plays discussing dramatic and writing structure, as well as character relationships</p> <p>Create a flip story book/story board illustrating story progression, answering the 5 Ws in story design, and demonstrating character development</p> <p>Develop a story using the 5 Ws (ideas: Language story or character, historical event, person)</p> <p>Identify set characters, plot, themes, and conflicts by reading plays from variety of cultures and history</p> <p>Write and perform a monologue</p>	<p>pp. 75-78</p> <p>pp. 41, 122, 131-134, 144-147, 180-181, 377-426</p>