

QUEEN OF ANGELS CATHOLIC SCHOOL THEATRE ARTS CURRICULUM

INSTRUCTIONAL GROUPS GRADE 5/6

Fifth and Sixth Grade Essential Elements:

- **Drama - The art of creating theatre, writing, or appreciating plays.**
- **Acting - The use of body (including voice) to communicate character, plot, theme, and emotions.**
- **Production - The sharing of Theatre Arts with directors, cast, crew, and audience.**
- **Aesthetic Growth and Personal - includes goals, skills, and awareness not only necessary for success in theatre but also in all other aspects of life.**

PA Standard 9.1 - Production, Performance, and Exhibition

The goals for this area focus primarily on the manipulative skills and conceptual understanding to be achieved by learners in order to produce, perform and exhibit their own works in the Dramatic Arts.

Standard Objectives A, B, C, D, E, F, G, H, I, J, K

- A. To develop of design skills by using design elements and principles in age developmentally appropriate manner to create personal artworks.**
- B. To begin developing design skills using design elements and principles in age developmentally appropriate manner to evaluate/revise personal artworks.**
- C. To use vocabulary related to production and exhibition of works of art: (Parts of the Stage, and Body Positions).**

Suggested Activities:

- Have students create their own props and scenery for performance pieces.
- Have students choose costume, prop and scenery pieces that best shows who their character is and where their story takes place.
- Set Design - Have students make set models out of cardboard boxes and doll furniture.
- D. To explore different performance styles using knowledge of cultural, historical, and religious styles to create dramatic artwork and when developmentally appropriate develops own style to create works in the arts.**

Suggested Activities:

- Students will experience Liturgical Drama by performing in A Cycle - *The Jesse Tree Prayer Service* and B Cycle - *The Living Stations of The Cross Prayer Service*.
- Students will learn about Musical Theater through classroom study, attendance, or participation in Drama Club musicals.

- Students will become proficient in Story Telling and be expected to narrate, imitate dialogue, improvise dialogue and pantomime stories.
- Students will be introduced to improvisational theatre through classroom activities.
- Students will be exposed to variety of dramatic works from other cultures.

E. To exhibit communication by creating drama that narrates, informs, and persuades.

F. Analysis of artworks through production or exhibition.

G. To practice.

(Through teacher directed activities students develop body awareness and spatial perception using rhythmic, creative and interpretive movement, and sensory and emotional recall.)

Suggested Activities:

- Through high energy pantomime games, students will pantomime various character movements showing sensory and emotional recall and character motivation.
- Students will rehearse and perform:
 - A Cycle - *The Jesse Tree Prayer Service* creating pantomimes and tableaux to the gospel stories.
 - B Cycle - *The Living Stations of The Cross Prayer Service* creating tableaux.
- Students will rehearse and learn choreography, stage movement, and blocking for Drama Club productions in drama class in order to involve, prepare and educate **all** students (even those who have chosen to not participate in the production).

(Through teacher directed sensory and emotional awareness activities students develop expressive use of voice.)

Suggested Activities:

- Students will rehearse and perform using mood, characterization and public speaking skills to enhance voice and interpretation:
 - A Cycle - *The Jesse Tree Prayer Service* by serving as lectors and gospel characters.
 - B Cycle - *The Living Stations of The Cross Prayer Service* by presenting readings, prayers and gospel character monologues.
- Students will rehearse various scenes from Drama Club productions in drama class in order to involve, prepare and educate **all** students (even those who have chosen to not participate in the production and those who are not in those given scenes).
- Students will be asked to use voice, body and problem solving skills to create improvisations emphasizing three kinds of conflict. 1) Conflicts caused by other people with different objectives. 2) Conflicts caused by the environment (temperature, time limits, physical obstacles etc.). 3) Conflicts caused by oneself (fear, anger, greed, jealousy, laziness, procrastination, sleep deprivation etc.).

H. To instill safety issues by using teacher assigned equipment, tools, and materials, (props, costumes, scripts, technical equipment) in a safe appropriate manner and with care and maintenance.

I. To attend or participate in school, visiting, and local performances.

J. To use traditional or contemporary technologies (VCR, DVD, VIDEO, AUDIO players, Karaoke Machines, PA Mixer, hanging, handheld, portable, and body microphones, and Light System .)

K. To use the creation of personal artworks to further understanding in the humanities.

PA Standard 9.2 - Historical, Cultural, and Religious Contexts

The goals for this area focus primarily on the skills and knowledge to be achieved by learners that are needed to identify, compare, contrast and analyze works of art in their historical, cultural and religious context. Effort should be made to integrate with the school's social studies, literature, language, and religious curricula when possible.

Standard Objectives A, B, C, D, E, F, G, H J, K, L

A. Historical, Cultural, and Social Contexts -

To demonstrates an understanding of cultures and societies.

B. To demonstrate a chronological understanding of artworks relative to historical events.

C. To demonstrate knowledge of styles and periods.

D. To demonstrate of historical / cultural analysis of artworks.

E. To understand the impact of cultures and historical.

F. To use vocabulary related to social studies and theatre in terms of cultures and time periods.

G. to develop relationship to geographical regions.

H. To expose students to Pennsylvania Artists.

I. To recognize philosophical beliefs related to history and culture.

J. To recognize historical and cultural differences.

K. To demonstrate the development of cultural traditions.

L. To identify common themes and forms

Suggested Activities:

- Through various visual art activities students will be exposed to dramatic experience from historical periods. i.e. Comedy and Tragedy masks of Greek Theater.
- Pennsylvania Artists - Have Students do a web search on the life of actor Jimmy Stewart or The Jimmy Stewart Museum located in the actor's hometown of Indiana, PA. Have students self direct and act out scenes from *It's a Wonderful Life*.
- Effort should be made to integrate with the school's social studies, literature, language, and religious curricula when possible.

PA Standard 9.3 - Critical Response

The goals for this area focus primarily on the skills and knowledge to be achieved by learners that are needed to examine, analyze, interpret and evaluate works in the arts. Emphasis should be placed on developing various processes of critical analysis that will allow the learner to interpret meaning(s) of a work of art.

Standard Objectives A, B, C, D, E, F, G

A. To recognize critical processes (reviews, evaluation through discussion or video taping).

B. To identify characteristics of theatrical art works.

C. To classifications

D. To use vocabulary that is related to critical response: (Criticism, projection, articulation, interpretation, blocking, choreography, stage presence and body language).

E. To recognize types of critical analysis.

F. To begin the process of giving and receiving criticism (positive= helpful / negative=hurtful).

G. To create critical reviews.

Suggested Activities:

- Have students write a review about their favorite part in a dramatic performance.
- Engage in discussion evaluating each others work. Identify strengths and offer suggestions.
- Have students identify similarities and differences among television, film, and live theatre. If other mediums have been used to prepare student for viewing a production, have students discuss the similarities and differences, after viewing the production. Discuss how setting ,acting , time of action and special effects are presented differently in specific mediums.

PA Standard 9.4 - Aesthetic Response

The goals for this area focus primarily on the skills and knowledge to be achieved by learners that are needed to investigate the philosophical aspects of theatrical art works. The learner explores personal and historical definitions of theatre and theatre's varied purposes. Emphasis should be placed on examining how aesthetic choices impact the intended and /or interpreted meanings.

Standard Objectives A, B, C, D

- A. To make individual philosophical/ interpretive statements about the theatrical performance.**
- B. To demonstrate knowledge of a variety of aesthetic interpretation.**
- C. To understand the player / audience relationship**
- D. To understand meanings and how they are communicated / interpreted in the theatrical performances.**

Suggested Activities:

- Study Guides: Before attending or participating in performances, students will be provided information about basic plot and characters of a show and act out excerpts from the story. The more prepared they for the play the more likely they are to understand and enjoy it.
- By attending and participating in school and visiting performances, students will gain an appreciation and understanding of the player / audience relationship.
- By attending and participating in school and visiting performances, students will gain an appreciation and understanding of the demands of working artists.
- By attending and participating in school and visiting performances, students will gain an appreciation and understanding of audience behavior and etiquette requirements.
- Students are expected to view theatrical events recognizing how character's physical attributes, objectives, and dramatic conflicts can aid in the prediction of the plot resolution. After the show, students should be able to identify and discuss where these elements were apparent.
- Students should be able to make individual philosophical/interpretive statements concerning how setting, acting and other elements effected the overall show.