



Drama Curriculum – Intermediate

May 2007

Introduction

Drama Curriculum

At Baker Demonstration School, drama is an integral part of the academic curriculum that uniquely integrates major fields of study into its own. Systematic and continued drama/theatre experiences at Baker provide learners with opportunities to master basic skills, to inquire and discover, to create and to explore values. Drama is a cultural tool for learning. In grades one through five, the Baker Demonstration School Drama Program embeds process oriented drama in integrated units of study to explore curriculum mentally, emotionally, physically and socially.

2nd - 3rd Grade

Concepts

The language of the arts and drama

How works of art are produced through creating and performing

Drama as it functions in history, society, and everyday life

Assessments

Skills and Processes

- Understands the elements of acting, locomotor and non-locomotor movement, vocal and non-vocal sound and story making. Knows the principles of plot, character, setting, conflict and message
- Understands the similarities in and among the arts (e.g. pattern, sequence, and mood.)
- Understands the tools of body, mind and voice used to create drama and/or theatre
- Understands the tools of simple visual, and aural media
- Understands the process of collaboration in the creation and performance of drama
- Understands the process of practicing and planning used to create and perform drama
- Demonstrates individual skills: vocalizing, observing, listening, moving, and concentrating. Speaks audibly, makes and uses appropriate eye contact and body language. Uses language which is appropriate for communicating. Listens responsively to others' point of view
- Demonstrates group skills: decision-making, planning, practicing, and spacing, necessary to create or perform stories or story fragments and the skills necessary for characterization
- Participates in class discussions. Students' oral comments are appropriate to topic, occasion, and audience
- Identifies the roles of audience and artists
- Identifies how arts contribute to communication, celebrations, occupations and recreation
- Identifies and describes how the arts communicate the similarities and differences among various people, places and times
- Drama is always integrated into a curricular unit in collaboration with the classroom teacher, so assessments vary. Assessment tools include: anecdotal records, class discussion and participation, videotaping, visual and written work and a variety of performance-based projects

4th - 5th Grade

Concepts

The language of the arts and drama

Skills and Processes

- Understands the elements of acting, locomotor and non-locomotor movement, vocal and non-vocal sound and story making. Knows the principles of plot, character, setting, resolution and message
- Understands the similarities in and among the arts (e.g. pattern, sequence, mood)

How works of art are produced through creating and performing

- Understands the tools of body, mind and voice used to create drama and/or theatre
- Understands the tools of simple visual and aural media
- Understands the process of collaboration in the creation and performance of drama
- Understands the process of practicing and planning used to create and perform drama
- Demonstrates individual skills: vocalizing, observing, listening, moving, and concentrating. Speaks audibly, makes and uses appropriate eye contact and body language. Uses language that is appropriate for communicating. Listens responsively to others' point of view
- Demonstrates group skills—decision-making, planning, practicing, and spacing—necessary to create or perform stories or story fragments and the skills necessary for characterization
- Participates in class discussions. Oral comments are appropriate to topic, occasion, and audience

The role of drama and theatre in civilizations past and present

- Identifies the roles of audience and artists
- Identifies how arts contribute to communication, celebrations, occupations and recreation
- Knows how the images, sounds and movement convey stories about people, places and times
- Demonstrates group skills: decision-making, planning, practicing, and spacing, necessary to create or perform stories or story fragments and those necessary for characterization

Assessments

- Drama is always integrated into a curricular unit in collaboration with the classroom teacher, so assessments vary. Assessment tools include: anecdotal records, class discussion and participation, videotaping, visual and written work and a variety of performance-based projects