Grade 6
Theatre Arts Curriculum

Oradell Public School District
Oradell, NJ

2023

The Grade 6 Theatre Arts curriculum was developed by the Oradell Language Arts Curriculum Team and aligned to the New Jersey Student Learning Standards (NJSLS).

Oradell Public School District

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Board Policy

This revision is aligned with the New Jersey Student Learning Standards for Visual and Performing Arts, the New Jersey Student Learning Standards for Career Readiness, Life Literacies, and Key Skills, the New Jersey Student Learning Standards for Computer Science and Design Thinking, and Social Emotional Learning Competencies.

Affirmative Action

During the development of this course of study, particular attention was paid to the elimination or exclusion of any materials which might discriminate on the basis of race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, familial status, genetic information, mental or physical disabilities, or in educational opportunities. Every effort has been made to uphold both the letter and spirit of Affirmative Action mandates as applied to the content, the texts and the instruction inherent in this course.

Megan Bozios, Superintendent
Michelle Hawley, Principal

Oradell Public School District
Theatre Curriculum
Grades 3-5

<u>Introduction</u>

The Oradell Public School is dedicated to the ongoing pursuit of educational excellence through comprehensive innovative curriculum and instruction. The District is committed to providing opportunities for social, emotional, and academic discovery to foster curiosity, courage, and character. Our goal is to prepare our students to become life-long learners who are self-directed, resilient, productive and responsible citizens.

Our curriculum, which is aligned to the New Jersey Student Learning Standards, is designed to help students develop skills and learn core content through active, meaningful experiences that will lead to lasting understanding and the ability to apply and use knowledge in new contexts.Each area of the curriculum contains identified standards for learning. These standards help to guide classroom instruction and assessment. The standards articulate the skills and knowledge we believe all students need in order to become educated, responsible, and productive citizens.

The Oradell Public School curriculum is revised regularly to ensure that the curriculum is aligned with identified New Jersey academic standards. In addition, we seek to integrate career readiness standards that will prepare our students to become responsible community members. Practical and relevant real-life experiences are integrated into our curriculum and learning environment. We use New Jersey's Social Emotional Competencies to ensure our students are healthy and well, and we give our students opportunities to use cutting edge technology in order to prepare them for the future. Our students leave our schools well prepared for Middle School, High School, and beyond.

At Oradell Public School we strive to empower students to develop creative and critical thinking, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Through our visual art classes, all students will have equitable access to a quality, arts education that leads to artistic literacy and fluency in the artistic practices as a mechanism for:

● Performing, presenting or producing, as artistically literate individuals, by expressing and realizing creative ideas and implementing essential technical skills and cognitive abilities significant to many aspects of life and work in the 21st century;

● Responding to artistic ideas and work with personal meaning and cognizance of the ability of the arts to address universal themes, including climate change;

● Creating new artistic work reflective of a variety of ethnic, racial, and cultural perspectives; and

● Connecting and evaluating how the arts convey meaning through all arts and non-arts disciplines and contexts of our global society.

Language taken from 2020 New Jersey Student Learning Standards – Visual and Performing Arts Introduction

Oradell Public School District
Suggested Pacing Guide for Theatre Bend in Language Arts
Grade 6

Theatre performance expectations will be taught as a separate bend in the Oradell Language Arts curriculum as noted below:

Grade	Anchor Standards	Subject	Unit	Approximate Month
6	Anchor Standard 1: Conceptualizing and generating ideas. Anchor Standard 2: Organizing and developing ideas. Anchor Standard 3: Refining and completing products. Anchor Standard 4: Developing and refining techniques and models or steps needed to create products. Anchor Standard 5: Selecting, analyzing, and interpreting work. Anchor Standard 6: Conveying meaning	Writing	Unit 2: **NARRATIVE** Realistic Fiction through Theatre	October

	through art. Anchor Standard 7: Perceiving and analyzing products. Anchor Standard 8: Applying criteria to evaluate products. Anchor Standard 9: Interpreting intent and meaning.			

Note: Highlighted activities indicate <mark style="background-color:cyan">Holocaust Awareness</mark> or <mark style="background-color:yellow">Amistad Commission</mark> or <mark style="background-color:lime">Asian American and Pacific Islander</mark> legislation related activities.

Oradell Visual and Performing Arts:

1.4 THEATRE

By the end of Grade 8

Theatre: Grade 6
In order to authentically bring these theatre standards to life, we chose a unit in the grade level for full immersion of nine of the eleven theatre standards. Theatre empowers students to develop creative and critical thinking skills, social-emotional competencies, and intellectual and expressive abilities that will allow them to become active, contributing members of a global society. Bringing theatre into the language arts curriculum builds on an environment in which the students have already become comfortable, and expands it to create a safe space where they can imagine, investigate, construct, and reflect. This is most thoroughly accomplished by fully immersing ourselves in theatre standards for one unit, creating a comprehensive, complete theatre experience for the students. This background for this work will take place in our 6th Grade Reading Unit 2: Fiction: Character Analysis and Literary Elements in Short Stories where students have learned about different types of characters and deepened their understanding about a character's motivations, goals, struggles, and desires. They practiced making inferences by observing a character's speech, thoughts, effects on others, actions and looks in order to build theories about that character. Additionally, they had opportunities to explore the struggles that characters face in order to develop a recurring theme and think about the perspective and point of view of a story and how they influence the way the story is told. Students will be introduced to the elements of theatre and reflect on how to use these elements to bring a character to life. Students will then apply what they have learned by writing a short script for their original work for a scenario prior to beginning the next writing unit in our 6th Grade Writing Narrative: Realistic Fiction. This work will become a precursor bend prior to starting the writing unit. At the completion of this bend, students will create a short script of a scenario illustrating their understanding of theatrical elements. This work will encompass Theatre Anchor Standards 1-9. Through this work, students will use their knowledge of indirect characterization (STEAL- speech, thoughts, effect on others, actions and looks) to develop the characters in their scenarios. This bend will take place over the course of two weeks in October.

Interdisciplinary Connections	RL.6.2. Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. RL.6.3. Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. RL.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. RL.6.5. Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. W.6.3. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. A. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

B. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

C. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

D. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

E. Provide a conclusion that follows from the narrated experiences or events.

W.6.4. Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience.

W.6.5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.6.6. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.10 Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

A. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

C. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

D. Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

L.6.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Ensure that pronouns are in the proper case (subjective, objective, possessive).

B. Use intensive pronouns (e.g. myself, ourselves).

C. Recognize and correct inappropriate shifts in pronoun number and person.

D. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

E. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

L.6.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

	A. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
	B. Spell correctly.
	L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
	    A. Use context (e.g. the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
	    B. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g. audience, auditory, audible).
	    C. Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
	    D. Verify the preliminary determination of the meaning of a word or phrase (e.g. by checking the inferred meaning in context or in a dictionary).
	L.6.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
	    A. Interpret figures of speech (e.g. personification) in context.
	    B. Use the relationship between particular words (e.g. cause/effect, part/whole, item/category) to better understand each of the words.
	    C. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g. stingy, scrimping, economical, unwasteful, thrifty).
	L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Throughout this unit the following Social-Emotional Learning Competencies will be incorporated into lessons in the following ways:

- **Self-Awareness**: ability to recognize one's emotions and know one's strengths and limitations
  - Connections:
    - Students will activate their schema to be responsible for both understanding their own emotional responses and connecting with character's emotional responses, drawing parallels where applicable. As they work in groups, they will understand that each member has strengths and weaknesses. They will capitalize on these strengths to have the most successful outcomes.
    - Students will assign roles in their partnerships based on individual strengths.

- **Self-Management**: ability to regulate and control one's emotions and behaviors, particularly in stressful situations
  - Connections:
    - Students will be responsible for engaging in discussion about stories, sequence, and technical elements of a drama. In order to do this, they need to be able to communicate and work collaboratively while using active listening skills. In order to engage in a dialogue, they are responsible for self regulating in order to most fully participate in a group.
    - Students will be encouraged to take a break or go for a walk when feeling stressed.

- **Social Awareness**: ability to take the perspective of others, demonstrate empathy, acknowledge and appreciate similarities and differences, and understand how one's actions influence and are influenced by others
  - Connections:
    - Students will be responsible for engaging in discussion about stories, sequence, and technical elements of a drama. In order to do this, they need to be able to communicate and work collaboratively allowing all team members to share their own individual thoughts and opinions. Students will use their schemas to develop empathy for their group members.
    - Students will demonstrate empathy by being good audience members as their peers are presenting.

- **Relationship Skills**: refers to one's ability to demonstrate prosocial skills and behaviors in order to develop meaningful relationships and resolve interpersonal conflicts
  - Connections:
    - Relationship skills are being reinforced through how we give feedback to one another. The teacher will model appropriate ways to give constructive feedback while strengthening classroom relationships. When providing feedback, students will use the "parking lot" rule. Students will understand nonverbal cues while collaborating with their peers.
    - Students will establish expectations with their group members.

- **Responsible Decision-Making**: refers to the ability to use multiple pieces of information to make ethical and responsible decisions
  - Connections:
    - Students will utilize responsible decision-making when working collaboratively to establish appropriate sounds, movement, and voices for the script.
    - Students will refer to the expectations that they established with their group members; they will make sure to follow them and act accordingly.

The following Modifications/Accommodations will be used as needed:

English Language Learners	Special Education	At-Risk	Gifted and Talented	504
- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP - Allow use of bilingual dictionary.	- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP - Refer to student IEP for goals and modifications.	- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP - Ask students to recall together what they already learned in ways that activate	- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP - Ask students to recall together what they already learned in ways that activate	- Use various methods to understand a student's learning style: observation, surveys, conferring, TCRWP - Ask students to recall together what they already learned in ways that activate

• Allow use of handheld translator. • Ask students to recall together what they already learned in ways that activate their prior knowledge. • Use pre-assessment of guided writing experience to drive instruction. • Use learning progressions, rubrics and checklists that are appropriate to the writer's current level. • Model productive and engaging partner talk. • Allow for extended time. • Provide guided notes as necessary. • Allow students to type. • Allow students to orally construct their guided writing experience • Edit spelling, grammar, and punctuation last. • Demonstrate and model writer's	• Ask students to recall together what they already learned in ways that activate their prior knowledge. • Use pre-assessment of guided writing experience to drive instruction. • Use preferential seating. • Use flexible grouping for the guided drama experience partnerships. • Use learning progressions, rubrics and checklists that are appropriate to the writer's current level. • Model productive and engaging partner talk. • Allow for extended time. • Provide guided notes as necessary. • Set writing goal for assignment and then focus only on that goal. • Allow student to type. • Allow student to orally construct their guided drama experience and self-record to use as a reference in their writing.	their prior knowledge. • Use pre-assessment of guided writing experience to drive instruction. • Use preferential seating. • Use flexible grouping. • Use learning progressions, rubrics and checklists that are appropriate to the writer's current level. • Model productive and engaging partner talk. • Allow for extended time. • Provide guided notes as necessary. • Set writing goal for assignment and then focus only on that goal. • Allow student to type. • Allow student to orally construct their guided drama experience and self-record to use as a reference in their writing. • Edit spelling, grammar, and punctuation last. • Provide frequent breaks. • Demonstrate and model writer's notebook with a	their prior knowledge. • Use pre-assessment of guided writing experience to drive instruction. • Use learning progressions, rubrics and checklists that are appropriate to the writer's current level. • Provide opportunities to lead discussion. • Use flexible grouping. • Provide opportunities to use student notebook as an example. • Demonstrate and model writer's notebook with a teacher and/or student's notebook. • Incorporate differentiated writing techniques based on the 6th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).	their prior knowledge. • Use pre-assessment of guided writing experience to drive instruction. • Use preferential seating. • Use flexible grouping. • Use learning progressions, rubrics and checklists that are appropriate to the writer's current level. • Model productive and engaging partner talk. • Allow for extended time. • Provide guided notes as necessary. • Set writing goal for assignment and then focus only on that goal. • Allow student to type. • Allow student to orally construct their guided drama experience and self-record to use as a reference in their writing. • Edit spelling, grammar, and punctuation last. • Provide frequent breaks. • Demonstrate and model writer's notebook with a

notebook with a teacher and/or student's notebook. ● Model setting goals, provide a teacher made survey sheet to allow students to self-assess strengths and weaknesses as a basis for their goal setting. ● Provide direct and explicit instruction on making changes to your guided drama experience by adding characters, settings, time movement, etc. Provide examples of scrips as examples ● Use shared writing of guided drama experience to highlight grammar. ● Provide guided notes on the differences in revision and editing. ● Incorporate differentiated writing techniques based on the 6th Grade Writing	● Edit spelling, grammar, and punctuation last. ● Provide frequent breaks. ● Model setting goals. ● Provide direct and explicit instruction on making changes to your guided drama experience by adding characters, settings, time movement, etc. Provide examples of scripts ● Build anchor chart for "Planting Seed" or "Making Movies in Your Mind" to grow ideas and refer to throughout the unit. ● Use shared writing of guided drama experience to highlight grammar. ● Provide guided notes on the differences in revision and editing. ● Incorporate differentiated writing techniques based on the 6th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).	teacher and/or student's notebook. ● Provide direct and explicit instruction on making changes to your guided drama experience by adding characters, settings, time movement, etc. Provide examples as reference sheets. ● Use shared writing of guided drama experience to highlight grammar. ● Provide guided notes on the differences in revision and editing. ● Incorporate differentiated writing techniques based on the 6th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).		teacher and/or student's notebook. ● Model setting goals. ● Provide direct and explicit instruction on making changes to your guided drama experience by adding characters, settings, time movement, etc. Provide examples of guided drama experiences as reference. ● Use shared writing of guided drama experience to highlight grammar. ● Provide guided notes on the differences in revision and editing. ● Incorporate differentiated writing techniques based on the 6th Grade Writing Learning Progressions (see TCRWP Units of Study for Writing).	

Learning Progressions (see TCRWP Units of Study for Writing).				

Throughout this bend the following standards will be addressed through student learning objectives and suggested activities:

Career Readiness, Life Literacies and Key Skills	9.4.8.CT.2: Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option. 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
Computer Science and Design Thinking	8.2.8.ED.4: Investigate a malfunctioning system, identify its impact, and explain the step-by-step process used to troubleshoot, evaluate, and test options to repair the product in a collaborative team. 8.2.8.ED.5: Explain the need for optimization in a design process.

CREATING

Anchor Standard 1	**Generating and conceptualizing ideas.**
Enduring Understanding	Theatre artists rely on intuition, curiosity and critical inquiry.
Essential Question	What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry?
Practice	Imagine, Envision

Performance Expectations:
- 1.4.8.Cr1a: Identify, explore and imagine multiple solutions and strategies in staging problems in a theatrical work.

- 1.4.8.Cr1b: Identify, imagine and practice solving multiple design/technical challenges of a performance space in a theatrical work.

- 1.4.8.Cr1c: Explore, describe, and develop given circumstances of a scripted or improvised character in a theatrical work.

Key Vocabulary	- Character, conflict, dialogue, visualization
Student Learning Objectives	Students will be able to: - Share the backstory around the character to gain a fuller understanding of who the character is and why they act a certain way. - Solve teacher directed staging problems as they prepare and rehearse for their script - Create characters with a comprehensive narrative to exist within their script
Suggested Tasks/Activities	- Teacher creates a jar of potential stage problems, and each group chooses one thing that could go wrong out

	of the jar and practices performing.
	- Brainstorm a list of potential problems while performing and possible solutions (For example: forgetting a line, prop breaking, projector not working)
	- Brainstorm possible life experiences for a character to help develop a realistic backstory that is believable and consistent with the storyline.
	- Students will be given short scenarios in which two characters are in opposition; they will discuss the backstory and what they know about each character's perspective
	- For example: a sixth grader is learning about recycling and the importance of the environment at school. However, at home, he often sees his dad throwing plastic water bottles into the garbage can, and it upsets him. He wants to share with his dad the importance of the environment, so he decides to have a conversation with him about his feelings in hopes that his dad will change.
Evidence of Learning (Assessment)	- Teacher observation of student conversation
Resources/Materials	- Jar of potential stage problems
	- Writing Notebook Entries
	- T-Chart Guided Notes
	- Teacher provided scenarios
	- Glossary of Theater Terms

Theatre Grade 6	
Anchor Standard 2	**Organizing and developing ideas.**
Enduring Understanding	Theatre artists work to discover different ways of communicating meaning
Essential Question	How, when, and why do theatre artists' choices change?
Practice	Plan, Construct
Performance Expectations:	
● 1.4.8.Cr2a: Articulate and apply critical analysis, extensive background knowledge, sociohistorical research, and cultural context related to existing or developing original theatrical work. ● 1.4.8.Cr2b: Actively contribute ideas and creatively incorporate the ideas of others in existing or original theatrical work, demonstrating mutual respect for self and others and their roles sharing leadership and responsibilities in preparing or devising theatre.	
Key Vocabulary	- Active Listening, character, conflict, dialogue, events, plot structure
Student Learning	Students will be able to:

Objectives	- Develop characters who exist realistically within the context of a script - Work together to incorporate partner's ideas while creating a theatrical work - Practice active listening while working in partnerships
Suggested Tasks/Activities	- Students will work in groups to develop a script, using their schema to illustrate conflicts that are appropriate and relevant. They will develop their characters by considering background knowledge and cultural context.
Evidence of Learning (Assessment)	- Teacher observation of student conversation
Resources/Materials	- Teacher created script - Active Listening Anchor Chart - Character Traits/Character Types Anchor Chart - Writing Notebook - Reading Notebook Entries - Guided Notes - Reading Binder Handouts - Glossary of Theater Terms

Theatre: Grade 6	
Anchor Standard 3	**Refining and completing products.**
Enduring Understanding	Theatre artists refine their work and practice their craft through rehearsal.
Essential Question	How do theatre artists transform and edit their initial ideas?
Practice	Evaluate, Clarify, Realize

Performance Expectations:
- 1.4.8.Cr3a: Demonstrate focus and concentration in the rehearsal process by analyzing and refining choices in a devised or scripted theatre performance.

- 1.4.8.Cr3b: Implement and refine a planned technical design using simple technology during the rehearsal process for devised or scripted theatre work.

- 1.4.8.Cr3c: Develop effective physical and vocal traits of characters in an improvised or scripted theatrical work.

Key Vocabulary	- expressive movement, expressive voice, guided drama experience, imitate, light and color, mood, musical sound, pitch, props, sound effects, temp, tension
Student Learning Objectives	Students will be able to:

	- Revise and edit for context and meaning - Use technical elements available in a classroom to bring a performance to life - Implement stage directions into their works to effectively portray a character
Suggested Tasks/Activities	- Students will practice their scripts with their partnerships, refining their performance using peer feedback and collaborative effort. - Students will incorporate technical theatre elements, such as lights, set pieces, and sound, as they plan and practice their performances. - Students will be mindful of things they can do, such as volume, tone, and posture, to bring their characters to life, during the rehearsal process.
Evidence of Learning (Assessment)	- Teacher observation of student conversation around decisions being made for acting
Resources/Materials	- Teacher created script - Active listening Anchor Chart - Writing Notebook Entries - Reading Notebook Entries - Reading Binder Handouts - Technology - Classroom Objects used for volume, props, lighting - [Glossary of Theater Terms](#)

	Theatre: Grade 6
	PERFORMING
Anchor Standard 4	**Selecting, analyzing, and interpreting work.**
Enduring Understanding	Theatre artists develop personal processes and skills for a performance or design.
Essential Question	How do theatre artists fully prepare a performance or design?
Practice	Choose, Rehearse

Performance Expectations:

- 1.4.8.Pr4a: Rehearse a variety of acting techniques to increase skills in a rehearsal or theatrical performance that assist in the development of stronger character choices.

- 1.4.8.Pr4b: Use a variety of technical elements to create a design for a rehearsal or theatre production.

Key Vocabulary	- character, conflict, costumes, dialogue, events, expressive movement, expressive voice, guided dama experience, imitate, light and color, mood, musical sound, plot structure, pitch, props
Student Learning Objectives	Students will be able to: - Identify varying character traits and use those differences to influence their acting choices - The character is angry so they may slam a door or clench their fists - Identify typical attributes relates to tone and mood (such as weather, lighting) and use those variables to create a setting for their production - Incorporate props, costumes, and set pieces appropriate to their performance (Examples: music playing from their computer, adjusting lights, using desks as prop tables to create a set)
Suggested Tasks/Activities	- Students will write a short script for their scenario.
Evidence of Learning (Assessment)	- Students will work collaboratively in partnerships to perform their writing pieces.
Resources/Materials	- Teacher created script - Character Anchor Charts - Writing Notebook Entries - Reading Notebook Entries - Reading Binder Handouts - Technology - Classroom Objects used for volume, props, lighting - Costumes - [Glossary of Theater Terms](#)

Theatre: Grade 6	
Anchor Standard 5	**Developing and refining techniques and models or steps needed to create products.**
Enduring Understanding	Theatre artists make choices to convey meaning.
Essential Question	How do theatre artists use tools and techniques to communicate ideas and feelings?
Practice	Establish, Analyze

Performance Expectations:
- 1.4.8.Pr5a: Examine how character relationships assist in telling the story of devised or scripted theatre work.

- 1.4.8.Pr5b: Use various character objectives and tactics in a theatre work to identify the conflict and overcome the obstacle.

Key Vocabulary	- character traits, conflict, conflict, dialogue, events, expressive voice, imitate, perspective
Student Learning Objectives	Students will be able to: - Develop a script with multiple coexisting characters with dynamic relationships - Include a character who assists the protagonist with overcoming their obstacle - Write the scenario so that the characters learn/teach some type of a lesson
Suggested Tasks/Activities	- Students will develop a script based on a scenario with multiple character relationships in which one character faces a conflict, attempts a failed solution, and then is able to solve their problem. - Students will discuss how the guided drama experience would differ if the characters didn't know each other.
Evidence of Learning (Assessment)	- The completed script
Resources/Materials	- Teacher created script - Character Anchor Charts - Conflict Anchor Charts - Writing Notebook Entries - Reading Notebook Entries - Reading Binder Handouts - Class Mentor Texts - Glossary of Theater Terms

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Anchor Standard 6	**Conveying meaning through art.**
Enduring Understanding	Theatre artists, through a shared creative experience with an audience, present stories, ideas and envisioned worlds to explore the human experience.
Essential Question	What happens when theatre artists and audiences share creative experiences?
Practice	Share
Performance Expectations: ● 1.4.8.Pr6a: Perform a rehearsed theatrical work for an audience	
Key Vocabulary	- audience, guided drama experience
Student Learning Objectives	Students will be able to: - Perform their created script for their peers
Suggested Tasks/Activities	- Students will perform their collaborative script in front of the class, using technical elements available.
Evidence of Learning (Assessment)	- Teacher observation of theatrical elements incorporated in drama - Rubric
Resources/Materials	- Teacher created script - Props - Technology needed for script performance - Glossary of Theater Terms

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RESPONDING

Anchor Standard 7	**Perceiving and analyzing products.**
Enduring Understanding	Theatre artists reflect to understand the impact of drama processes and theatre experiences.
Essential Question	How do theatre artists comprehend the essence of drama processes and theatre experiences?
Practice	Examine, Discern
Performance Expectations: ● 1.4.8.Re7a: Describe and record personal reactions to artistic choices in a theatrical work. ● 1.4.8.Re7b: Compare recorded personal and peer reactions to artistic choices in a theatrical work.	
Key Vocabulary	- audience, critique, constructive feedback, parking lot rule
Student Learning	Students will be able to:

Objectives	- Reflect on what their peers did well and provide meaningful compliments
	- Self reflect on what they themselves did well and what could have gone better
Suggested Tasks/Activities	- Students will observe their peers' performance and provide feedback on what aspects of the performance succeeded and what could be improved.
	- Students will provide glows and grows of the performance, both for themselves and for their peers.
Evidence of Learning (Assessment)	- Student completed rubric of self assessment
	- Teacher observation of peer feedback
Resources/Materials	- Self reflection sheets
	- Glows and grows post its
	- Active Listening Anchor Chart
	- Glossary of Theater Terms

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Anchor Standard 8	**Interpreting intent and meaning.**
Enduring Understanding	Theatre artists' interpretations of drama/theatre work are influenced by personal experiences and aesthetics.
Essential Question	How can the same work of art communicate different messages to different people?
Practice	Interpret

Performance Expectations:
- 1.4.8.Re8a: Investigate various critique methodologies and apply the knowledge to respond to a theatrical work.

- 1.4.8.Re8b: Justify the aesthetic choices created through the use of production elements in a theatrical work.

- 1.4.8.Re8c: Assess the impact of a theatrical work on a specific audience.

Key Vocabulary	- audience, critique, parking lot, constructive feedback
Student Learning Objectives	Students will be able to:
	- Provide both written and oral constructive feedback.
	- Identify the parking lot rule (Hold on to the criticism until you reach the parking lot)
	- Identify a theme that resonates with them personally and explain why
Suggested Tasks/Activities	- Students will explain the technical elements they used in their performances and why they made those decisions.
	- Students will provide both written and oral feedback on each other's performances.
	- Use their knowledge of how characters solve and react to problems to identify a theme of the performance

	which resonates with them personally and explain why. (conflict, reaction, resolution, theme)
	- Students will self-reflect to determine if their choices provided the desired effect on the audience by rewatching their performances.
Evidence of Learning (Assessment)	- Notebook Reflection - Teacher observation of peer discussions about self-reflection
Resources/Materials	- Teacher created script - Theme Anchor Charts - Writing Notebook Entries - Reading Notebook Entries - Reading Binder Handouts - Class Mentor Texts - Glossary of Theater Terms

Theatre: Grade 6	
Anchor Standard 9	Applying criteria to evaluate products.
Enduring Understanding	Theatre artists apply criteria to investigate, explore, and assess drama and theatre work.
Essential Question	How are the theatre artist's processes and the audience's perspectives impacted by analysis and synthesis?
Practice	Critique

Performance Expectations:
- 1.4.8.Rea: Analyze how personal experiences affect artistic choices in a theatrical work.

- 1.4.8.Re9b: Identify and interpret how different cultural perspectives influence the evaluation of theatrical work.

- 1.4.8.Re9c: Examine how the use of personal aesthetics, preferences and beliefs can be used to discuss a theatrical work

Key Vocabulary	- conflict, character, conflict, perspective, expressive movement, expressive voice, mood, musical sounds, tone
Student Learning Objectives	Students will be able to: - Explain why they chose for the characters to act the way that they did (from the writer's standpoint) - Explain why the actors chose to portray the emotions in the way that they chose (clenched firsts when mad vs. stomping feet) - Share how personal experience influences their perspective of a performance as an audience member
Suggested Tasks/Activities	- Students will engage in a discussion post-performance about the effectiveness of the artistic decisions. - Students will justify their decisions based on their experiences with emotions, characters, and relationships.

Evidence of Learning (Assessment)	- Teacher observation of student reflection conversations
Resources/Materials	- Teacher created script - Character Anchor Charts - Conflict Anchor Charts - Writing Notebook Entries - Reading Notebook Entries - Reading Binder Handouts - Class Mentor Texts - [Glossary of Theater Terms](#)

*Standards 10 and 11 will be addressed in middle school.