



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Fine Arts
<b>Department Philosophy</b>	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
<b>Course</b>	6th Grade Concentration Drama
<b>Course Description for Program of Studies</b>	n/a
<b>Grade Level</b>	6
<b>Pre-requisites</b>	none
<b>Credit (if applicable)</b>	n/a

P indicates standard will be a priority for the unit; S indicates a supporting standard

District Learning Expectations and Standards	Ensemble Activities	The Physical Space	Playwriting	Audition Skills	Costume Design	Q3 Performance	Reflection on Performance	Production Number	Compare and Contrast
<b>Creating</b>									
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	S	S	P	S	P	S		S	
TH:Cr2.1 Organize and develop artistic ideas and work.	S	S	P	S	S	S		S	
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	P	P	S	P	S	P		P	
<b>Performing</b>									
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S	S	P		S		S	

TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P			S	P			
TH:Pr6.1 Convey meaning through the presentation of artistic work.									
<b>Respond</b>									
TH:Re7.1 Perceive and analyze artistic work.	S		S		P		S		P
TH:Re8.1 Interpret intent and meaning in artistic work.			S		S		S		
TH:Re9.1 Apply criteria to evaluate artistic work.			S				P		S
<b>Connecting</b>									
TH:Cn10.1 Synthesize and relate knowledge and personal experiences to make art.									
TH:Cn11.1 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.									
TH:Cn11.2 Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.					S		S		

## UNIT ESSENTIAL QUESTIONS

- What happens when theater artists use their imaginations and/or learned theater skills while engaging in creative exploration and inquiry?
- How, when, and why do theater artists' choices change?
- How do theater artists transform and edit their initial ideas?
- What can I do to fully prepare a performance or technical design?
- How do theater artists comprehend the essence of drama processes and theater experiences?
- Why are strong choices essential to interpreting a drama or theater piece?
- How can the same work of art communicate different messages to different people?
- How are the theater artist's processes and the audience's perspectives impacted by analysis and synthesis?
- In what ways can research into theater histories, theories, literature, and performances alter the way a drama process or production is understood?

## UNIT ENDURING UNDERSTANDING

- theater artists rely on intuition, curiosity, and critical inquiry.
- theater artists work to discover different ways of communicating meaning
- theater artists refine their work and practice their craft through rehearsal.
- theater artists develop personal processes and skills for a performance or design.
- theater artists reflect to understand the impact of drama processes and theater experiences.
- theater artists make strong choices to effectively convey meaning.
- theater artists' interpretations of drama/theater work are influenced by personal experiences and aesthetics.
- theater artists apply criteria to investigate, explore, and assess drama and theater work.
- theater artists critically inquire into the ways others have thought about and created drama processes and productions to inform their own work.

## UNIT 1: Ensemble Activities

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Energy, connection, eye contact, association, acceptance, continuation, environment, format, gibberish, narration, trust
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	<b>Prior Knowledge Needed</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Improv Encyclopedia
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

## Learning Targets

- I CAN
- Participate in group activities using a scripted or improvised character and imagining the given circumstances in a drama/theater work.
  - Respect my classmates by contributing ideas and accepting/ incorporating the ideas of others in preparing or devising drama/theater work.
  - Demonstrate appropriate physical and vocal warmups
  - Express thoughts, feelings, and actions to identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.
  - Use basic theater vocabulary (Energy, connection, eye contact, association, acceptance, continuation) in connection with my performance.
  - Improvise in a structured setting as a group.

## UNIT 2: The Physical Space

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Up stage, Down Stage, Stage Right, Stage Left, Center Stage, Proscenium, cyc, legs, traveler, main curtain, House Right, House Left, apron, cheat out, raked, project, free voice, grounded sound, stage whisper, back of house
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.  b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	<b>Prior Knowledge Needed</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	a. Articulate and examine choices to refine a devised or scripted drama/theater work.  b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<ul style="list-style-type: none"> <li>- Viewpoints book</li> <li>- Assorted Monologues</li> </ul>
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

**Learning Targets**

- I CAN
- Identify stage directions. (Upstage, Downstage, Stage Right, Stage Left)
  - Project my voice so I can be heard on stage and off.
  - Discover and use appropriate speaking volume to communicate character in a drama/theater work..



## UNIT 3: Playwriting

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Character, Situation, Relation, Location, Monologue, Action, Tactic, Stakes,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	<b>Prior Knowledge Needed</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Magazines for pictures, pre-planned visual and written prompts for students to choose from.
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	a. Identify the essential events in a story or script that make up the dramatic structure in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.6	a. Explain how artists make choices based on personal experience in a drama/theater work.	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
		X	Learning Behavior	

**Learning Targets**

**Lesson Targets: I CAN**

- Create a detailed character based on a prompt
- Improve, refine, and evolve my character to inform my script/theater work.
- Collaborate with my classmates to create scenes with our characters and accept/incorporate the ideas of others in preparing our work.
- Create dialogue for my created character that reflects my choices through its development
- Perform the scenes my classmates and I have created.

## UNIT 4: Audition Skills

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Monologue, audition cut, song, action, objective, tactic, type, soprano, alto, tenor, bass, head voice, chest voice, movement, intention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	<b>Prior Knowledge Needed/Common Misconceptions</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic ear training, memorization skills, understanding of the musical/play that selections are coming from, character study.
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Audition cuts created by teacher, full script and score, videos of other productions
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	

**Learning Targets**

- I CAN
- Select a musical theater song and monologue that is appropriate for my voice and character type
  - Understand and identify objectives and actions/tactics within my chosen monologue and song, and apply it to my performance
  - Understand and identify musical elements and vocal choices to further my character development and apply it to performance
  - Refine and perform my song and monologue for an audience

## UNIT 5: Costume Design

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	b. Identify solutions to design challenges in a drama/theater work.		Content Knowledge	character analysis, moveability, material, shape, color, fit, symbolism, laundry, wash, dry, fold, dry clean, steam, iron, heat level, hanger, storage,
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		Physical Skill		
	X	Product Development		
		Learning Behavior		
TH:Cr2.1.6	a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.		Content Knowledge	<b>Prior Knowledge Needed</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	None
		Physical Skill		
	X	Product Development		
		Learning Behavior		
TH:Cr3.1.6	c. Explore a planned technical design during the rehearsal process for a devised or scripted drama/theater work.		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Potential to collaborate with the art teacher/costume designer
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr5.1.6	b. Articulate how technical elements are integrated into a drama/ theater work.		Content Knowledge
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
		X	Physical Skill
		X	Product Development
			Learning Behavior
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
TH:Re8.1.6	c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work.	X	Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
			Learning Behavior
TH:Cn11.2.6	a. Research and analyze two different versions of the same drama/theater story to determine differences and similarities in the visual and aural world of each story.		Content Knowledge
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)
			Physical Skill
			Product Development
		X	Learning Behavior

**Learning Targets**

## I CAN

- Analyze a character including physical, emotional, special talents/skills
- Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work to inform my choices
- Create a costume design plan that takes into consideration my character analysis, and the elements of costume design (Moveability, material, shape, color, fit, symbolism, etc.)
- Revise and improve my original work to match the character and/or aesthetics of the show.
- Maintain a costume collection for the run of a show (wash, dry, fold, organize, etc)



## UNIT 6: Q3 Performance

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	c. Explore a scripted or improvised character by imagining the given circumstances in a drama/theater work.		Content Knowledge	Action, objective, tactic, memorize, lines, up stage, down stage, choreography, blocking, chorus, ensemble, solo, duet, project, volume, intention
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	<p>a. Use critical analysis to improve, refine, and evolve original ideas and artistic choices in a devised or scripted drama/theater work.</p> <p>b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.</p>		Content Knowledge	<b>Prior Knowledge Needed/Common Misconceptions</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic acting and memorization skills from previous units
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	<p>a. Articulate and examine choices to refine a devised or scripted drama/theater work.</p> <p>b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.</p>		Content Knowledge	<b>Resources</b>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Scripts and Scores for Q3 production
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	

TH:Pr4.1.6	b. Experiment with various physical choices to communicate character in a drama/theater work.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr5.1.6	a. Recognize how acting exercises and techniques can be applied to a drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
	X	Physical Skill		
	X	Product Development		
		Learning Behavior		
	b. Articulate how technical elements are integrated into a drama/ theater work.			

## Learning Targets

- I CAN
- Analyze my given character and their relationship to others and the story.
  - Collaborate with the director, actors, and the playwright to implement stage blocking
  - Use memorization techniques to memorize my lines and music for the performance
  - Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
  - Practice and refine my performance
  - Finalize and perform the play/musical for an audience.

# UNIT 7: Reflection on Performance

## UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Reflect, analyze, critique, constructive criticism, ensemble work, support, solo, intention, effective,
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re8.1.6	a. Explain how artists make choices based on personal experience in a drama/theater work.  c. Identify personal aesthetics, preferences, and beliefs through participation in or observation of drama/ theater work.	X	Content Knowledge	<b>Prior Knowledge Needed/Common Misconceptions</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic writing skills
			Physical Skill	
			Product Development	
			Learning Behavior	
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate  b. Apply the production elements used in a drama/theater work to assess aesthetic choices.  c. Identify a specific audience or purpose for a drama/theater work.	X	Content Knowledge	<b>Resources</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Recording of Q3 performance, writing a critique prompts,
			Physical Skill	
			Product Development	
		X	Learning Behavior	

## Learning Targets

### Lesson Targets: I CAN

- Describe and record personal reactions to a performance of a drama/theater work using a rubric
- Respond to our performance using our success criteria
- Apply the production elements used in our performance to assess aesthetic choices.

## UNIT 8: Production Number

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Cr1.1.6	a. Identify possible solutions to staging challenges in a drama/theater work.		Content Knowledge	Topography, picture, choreography, focus, attention, blocking, music, part singing, ensemble, levels
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr2.1.6	b. Contribute ideas and accept and incorporate the ideas of others in preparing or devising drama/theater work.		Content Knowledge	<b>Prior Knowledge Needed/Common Misconceptions</b>
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Basic choreography and blocking skills, basic singing/vocal/memorization skills
			Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Cr3.1.6	b. Identify effective physical and vocal traits of characters in an improvised or scripted drama/theater work.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	- Freak Flag, You Can't Stop the Beat, All in this Together, Seize the Day, Be Our Guest, Hard Knock Life
		X	Physical Skill	
		X	Product Development	
			Learning Behavior	
TH:Pr4.1.6	b. Experiment with various physical choices to	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	

	communicate character in a drama/theater work.		Physical Skill	
		X	Product Development	
			Learning Behavior	

## Learning Targets

**Lesson Targets: I CAN**

- Explore physical, vocal and physiological choices to develop a performance that is believable, authentic, and relevant to a drama/theater work.
- Refine and perform the music and choreography of a production number(s).
- Connect how a professional caliber of performance effectively tells the story.
- Connect how the ensemble effects and moves the plot forward in support of the main narrative.

## UNIT 9: Compare and Contrast

### UNWRAPPED STANDARDS

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
TH:Re7.1.6	a. Describe and record personal reactions to artistic choices in a drama/theater work.	X	Content Knowledge	Character analysis, theme, color, tone, costumes, compare, contrast, preference.
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	<b>Prior Knowledge Needed/Common Misconceptions</b>
			Learning Behavior	Observation skills, basic writing skills.
TH:Re9.1.6	a. Use supporting evidence and criteria to evaluate	X	Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	<b>Resources</b>
			Product Development	Different versions of the Cinderella Story <ul style="list-style-type: none"> <li>- Disney Cinderella</li> <li>- Brandi Version</li> <li>- New Amazon Prime version</li> <li>- Hillary Duff - Cinderella story</li> <li>- Another Cinderella Story - Selena Gomez version</li> <li>- R&amp;H stage version</li> <li>- Ever After</li> <li>- If the Shoe Fits</li> <li>- Into the Woods</li> <li>- Once Upon a Song</li> <li>- Ella Enchanted</li> </ul>
		X	Learning Behavior	

### Learning Targets

## I CAN

- Discuss my understanding of the story of Cinderella with my peers and teacher.
- Compare and contrast my previous understanding of the Cinderella story with the Brothers Grimm version.
- Compare and contrast artistic choices actors make in different versions of the Cinderella story
- Compare and contrast costume design choices made in different versions of the Cinderella story
- Express my opinions in writing giving specific evidence to support my views.