



Bristol Public Schools
Office of Teaching & Learning

Department	Fine Arts
Department Philosophy	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.
Course	6th Grade Exploratory Drama
Course Description for Program of Studies	N/A
Grade Level	6
Pre-requisites	none
Credit (if applicable)	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
Creating		
TH:Cr1.1 Generate and conceptualize artistic ideas and work.	P	S
TH:Cr2.1 Organize and develop artistic ideas and work.	P	S
TH:Cr3.1 Refine new work through play, drama processes and theater experiences using critical analysis and experimentation.	S	P
Performing		
TH:Pr4.1 Select, analyze, and interpret artistic work for presentation.		S
TH:Pr5.1 Develop and refine artistic techniques and work for presentation.	P	P

TH:Pr6.1 Convey meaning through the presentation of artistic work.		
Respond		
TH:Re7.1 Perceive and analyze artistic work.	S	
TH:Re8.1 Interpret intent and meaning in artistic work.		
TH:Re9.1 Apply criteria to evaluate artistic work.		
Connecting		
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.		

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?
- Why are strong choices essential to interpreting a drama or theater piece?
- How do theater artists comprehend the essence of drama processes and theater experiences?

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 make strong choices to effectively convey meaning.
- Theater artists reflect to understand the impact of drama processes and theater experiences.

UNIT 1: Ensemble Activities through Improvisation

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	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	Prior Knowledge Needed/Common Misconceptions
		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		Content Knowledge	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	Improv Encyclopedia, UCB Improv Manual
		X	Physical Skill	
		X	Product Development	

	in an improvised or scripted drama/theater work.		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

Lesson 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.
- Explore physical, vocal and physiological choices to develop a performance
- Collaborate with the director, and actors to create improvised scenes

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	Prior Knowledge Needed
		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	Resources
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<ul style="list-style-type: none"> - Viewpoints book - Assorted Monologues
		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..