

Core Content/Program of Studies Curriculum Map
Bourbon County Schools

Level: Elementary School
Subject-Grade: Drama
Updated: August 28, 2007

Bold & () = Assessed
Italics = Supporting
e.g. = Example only

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
<p>Weeks 1-3</p> <p>-Elements of drama</p> <p>Weeks 4-9</p> <p>-Native American Culture</p> <p>(The use of storytelling, myths, legends, folktales in these cultures)</p> <p><u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</p>	<p>AH-0x-1.3.1 Students will identify or describe elements of drama in dramatic works.</p> <p align="right">DOK 3</p> <p>Elements of drama: <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up <u>Performance elements:</u> Acting (how speaking, moving help to create characters) Speaking – vocal expression, projection, speaking style, diction Nonverbal expression – gestures, facial expression, movement</p> <p>AH-0x-1.3.2 <i>Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.</i></p> <p>AH-0x-1.3.3 <i>Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</i></p>	<p align="center"><u>Program of Studies</u></p> <p>Enduring Knowledge - Understandings AH-x-SA-U-1 Students will understand that the elements of music, dance and drama are intentionally applied in creating and performing.</p> <p>AH-x-SA-U-3 Students will understand that responding to or critiquing works of art involves an understanding of elements, principles and structures appropriate to each area of the arts.</p> <p>AH-x-SA-U-4 Students will understand that existing and emerging technologies can inspire new applications of structural components.</p> <p>Skills and Concepts - Drama/Theatre AH-x-SA-S-DT1 Students will describe and compare elements of drama (literary, technical, performance) using drama/theatre terminology</p> <p>AH-x-SA-S-DT2 Students will use the elements of drama in creating and performing dramatic works independently and with others</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
<p>Weeks 10-18</p> <p>-West African</p> <p>Purposes of drama/theatre</p>	<p>AH-0x-3.3.1 Students will identify how drama/theatre fulfills a variety of purposes.</p> <p style="text-align: right;">DOK 2</p> <p>Purposes of drama/theatre: (different roles of drama)</p> <p><u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</p> <p><u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</p> <p><u>Recreational</u> drama for entertainment (e.g., drama/theatre as a hobby)</p> <p><i><u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed by actors in a theatrical setting for an audience)</i></p>	<p>AH-x-SA-S-DT3 Students will observe, describe and apply creative dramatics (improvisation, mimicry, pantomime, role playing and story telling) in a variety of situations</p> <p>AH-x-SA-S-DT4 Students will describe and explain characters, relationships among characters and settings as related to a script, a scenario, or classroom dramatization</p> <p>AH-x-SA-S-DT5 Students will explore a variety of dramatic works (e.g., theater and dramatic media – film, television, electronic media)</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
<p>Weeks 19-27</p> <p>-Colonial American</p> <p>Traditional Appalachian</p>	<p>AH-0x-2.3.1 Students will identify how drama has been a part of cultures and time periods throughout history. DOK 2</p> <p>Periods: Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) Native American includes period in North America before European settlement</p> <p><u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</p>	<p>Enduring Knowledge – Understandings</p> <p>AH-x-HA-U-1 Students will understand that the arts are powerful tools for understanding human experiences both past and present.</p> <p>AH-x-HA-U-2 Students will understand that the arts help us understand others’ (often very different) ways of thinking, working, and expressing ourselves.</p> <p>AH-x-HA-U-3 Students will understand that the arts play a major role in the creation and defining of cultures and building civilizations.</p> <p>Skills and Concepts - Drama/Theatre</p> <p>AH-x-HA-S-DT1 Students will associate folktales, legends or myths they experience or perform with specific cultures (Native American, Appalachian, West African); describe how the literature and oral traditions reflect the cultures</p> <p>AH-x-HA-S-DT2 Students will associate folktales, legends, or myths they experience or perform with the Colonial American period in history; describe how the literature and oral traditions reflect the Colonial American time period</p> <p>AH-x-HA-S-DT3 Students will describe folktales, legends, or myths of specific cultures using drama/theatre terminology</p> <p>AH-x-HA-S-DT4 Students will use print and non-print sources to explore, describe and compare themes, characters, and situations in dramas from different cultures</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
<p>Weeks 28-31</p> <p>Review:</p>	<p>1.3.1 Elements of drama: <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up <u>Performance elements:</u> Acting (how speaking, moving help to create characters) Speaking – vocal expression, projection, speaking style, diction Nonverbal expression – gestures, facial expression, movement</p> <p>AH-0x-2.3.1 Students will identify how drama has been a part of cultures and time periods throughout history. DOK 2</p> <p>Periods: Colonial American - European influence on American drama/theatre, plays from England (The influence of Europe was very strong in the colonies due to the movement of settlers from Europe to America.) Native American includes period in North America before European settlement</p> <p>3.3.1 Purposes of drama/theatre: (different roles of drama) <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works)</p>	<p>Enduring Knowledge – Understandings AH-x-PCA-U-1 Students will understand that the arts fulfill a variety of purposes in society (e.g., to present issues and ideas, to entertain, to teach or persuade, to design, plan and beautify).</p> <p>AH-x-PCA-U-2 Students will understand that the arts have value and significance for daily life. They provide personal fulfillment, whether in career settings, vocational pursuits or leisure.</p> <p>AH-x-PCA-U-3 Students will understand that the arts provide forms of nonverbal communication that can strengthen the presentation of ideas and emotions.</p> <p>Skills and Concepts - Drama/Theatre AH-x-PCA-S-DT1 Students will describe and compare multiple purposes for which dramatic works are created (sharing the human experience, passing on tradition and culture, recreational, artistic expression)</p> <p>AH-x-PCA-S-DT2 Students will create or write new, observe, choose and perform dramatic works to fulfill a variety of specific purposes</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
	<p><u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends)</p> <p><u>Recreational</u> drama for entertainment (e.g., drama/theatre as a hobby)</p> <p><i><u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed by actors in a theatrical setting for an audience)</i></p>	

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
<p>Weeks 32-36</p> <p>Students will create and perform using elements of drama</p> <p>Students will improvise to tell stories</p>	<p><i>AH-0x-4.3.1</i> <i>Students will create and perform using elements of drama (Literary, Technical, Performance)</i></p> <p><i>AH-0x-4.3.2</i> <i>Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)</i></p>	<p>Enduring Knowledge – Understandings</p> <p>AH-x-PA-U-1 Students will understand that there are three distinct processes for involvement in the arts; creating new artworks, performing works previously created and responding to artworks and performances.</p> <p>AH-x-PA-U-2 Students will understand that full understanding and appreciation of the arts requires some degree of involvement in all three processes.</p> <p>AH-x-PA-U-3 Students will understand that openness, respect for work, and an understanding of how artists apply elements and principles of design in creating and performing are personal attitudes and skills that enhance enjoyment of the observer.</p> <p>AH-x-PA-U-4 Students will understand that existing and emerging technologies can extend the reach of the art form to new audiences.</p> <p>Skills and Concepts - Drama/Theatre</p> <p>AH-x-PA-S-DT1 Students will be actively involved in creating, improvising and performing dramatic works using elements of drama (Literary, Technical, Performance)</p> <p>AH-x-PA-S-DT2 Students will use a variety of resources (e.g., research, peers, technology) to write, refine, and record dialogue and action</p> <p>AH-x-PA-S-DT3 Students will use knowledge of the elements of drama and drama terminology to describe and critique their own</p>

Timeline	CORE CONTENT STANDARD(SKILLS) AND DOK	Demonstrators
		<p>performances and the performances of others</p> <p>AH-x-PA-S-DT4 Students will identify possible criteria for evaluating dramatic works (e.g., skill of performers, originality, emotional impact, variety, interest, technical requirements: lighting, sound, scenery, costumes)</p> <p>AH-x-PA-S-DT5 Students will demonstrate behavior appropriate for observing the particular context and style of dramatic works being performed; discuss opinions with peers in a supportive and constructive way</p>