



6th Grade Theater Arts Curriculum

Board Approved: 3/20/2025

Course Information

Middle School
Quarter: 9 weeks

Course Description:

This course is designed as an exploratory class that will improve the students' self-confidence when presenting themselves in front of an audience. Students will learn to explore, express, and connect with others and the world around them. This class includes various types of acting, improvisation, theatre games, individual and group projects, presentations, communication, media, and technical theatre. 21st-century skills taught in theatre arts can help students across many core classes.

Transfer Goals:

- Students will be able to confidently express themselves and convey messages clearly through verbal and non-verbal means, both on and off the stage.
- Students will understand the importance of working together, respecting diverse perspectives, and contributing positively to a group project, both in theater productions and other collaborative endeavors.
- Students will develop the ability to think creatively and critically to overcome challenges, whether in creating a character, developing a plot, or addressing real-life situations.
- Students will gain the ability to understand and portray different characters and perspectives, fostering empathy and the ability to relate to others in various social contexts.
- Students will build self-confidence and courage both in performing and in everyday life, learning that mistakes are a valuable part of the learning process.

Curriculum Standards: [MLS Fine Arts Theater Standards](#)

Curriculum Resource(s): Dramanotebook.com, Theatrefolk.com Drama Teacher Academy, Broadwayhd.com, *Sixty Comedy Duet Scenes For Teens: Real-Life Situations for Laughter* by Laurie Allen, *62 Comedy Duet Scenes for Teens: More Real-Life Situations For Laughter* by Laurie Allen, *101 Monologues for Middle School Actors* by Rebecca Young

**priority standards indicated in bold*

6th Grade Theater Arts Page 1

BOE Approved: 03/20/2025

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Unit 1: Explore

Timeframe: 3 weeks

Unit Description: This exploratory unit will include exercises and warm-ups to encourage the student to explore their physical and vocal abilities. Topics will include improvisation, creative expression, movement, and vocal expression.

Enduring Understandings:

- Actors interpret their characters uniquely, influencing how emotions, motivations, and personalities are conveyed to the audience.
- Actors bring a character to life to hold an audience's attention.
- An actor uses mind, body, and voice together to bring a character to life.
- The essential building blocks for a theatrical performance are actors, directors, technical theatre elements, and audience.
- Cohesive performances ensure all actors contribute to the overall production.

Essential Questions:

- How do actor's choices influence what we see onstage?
- What qualities make an individual's performance great?
- How are the mind, body, and voice used to create character?
- What are the building blocks necessary for a theatre performance?
- How is teamwork and cooperation relevant to drama?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
TH:Pr5A.6a	• I can understand how to utilize warm-ups and games to prepare for performance.
TH:Cr3A.6b	• I can rehearse focusing on specific areas of improvement needed to effectively portray the character through physical and vocal traits.
TH:Pr5A.6b	• I can identify technical elements utilized in a production.
TH:Cr1A.6c	• I can write and present an original script using character choices that demonstrate the proper use of facial expressions, gestures, body language, and subtext.
TH:Pr4A.6b	• I can create a character using physical choices that utilize voice and body.
TH:Pr4A.6a	• I can create a plot outline for a performance.
TH:Cr2A.6b	• I can work cooperatively to contribute and accept ideas and choices in an original script using feedback, group work, cooperation, ensemble, and peer reflection.
TH:Cr3A.6c	• I can rehearse and apply technical elements to a scene or performance.
TH:Re7A.6a	• I can define situation, action, direction, design, character, setting • I can create or view different performances of the same story based on

**priority standards indicated in bold*

6th Grade Theater Arts Page 2

BOE Approved: 03/20/2025

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	aesthetic choices.
TH:Cr2A.6a	• I can justify character choices from an original or given script.
TH:Re8A.6c	• I can identify the influence of the set, props, character portrayal, actors' choices, and sound effects. • I can explain how a performer's choices influence their interpretation of a drama/ theatre work.
TH:Pr5A.6c	• I can demonstrate proper audience etiquette during classroom or other observed performances.

**priority standards indicated in bold*

6th Grade Theater Arts Page 3

BOE Approved: 03/20/2025

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Unit 2: Express

Timeframe: 3 weeks

Unit Description: This expressive unit will include exploring choices for staging a production. Topics include reading, analysis, and writing of scripts, character development, storytelling, and application of technical production elements.

Enduring Understandings:

- Rehearsals help refine acting skills, including line delivery, timing, and emotional expression.
- Aspects such as lighting, sound, set design, and special effects can significantly affect how actors deliver their performances.
- Technical elements, when effectively coordinated, can significantly elevate the overall performance of an actor.
- Presentation skills can help build confidence and improve communication abilities.

Essential Questions:

- How does the rehearsal process affect your performance?
- How can technical elements be utilized to enhance performance?
- How do technical elements influence actors?
- How do presentation skills help in various situations?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
TH:Pr6A.6a	• I can define: script, adaptation, editing, dialogue, blocking • I can rehearse, prepare, and present an improvised performance for an audience.
TH:Pr4A.6b	• I can create a character using physical choices.
TH:Cr2A.6b	• I can work cooperatively to discuss the relationships of characters or choices in an original script.
TH:Pr5A.6b	• I can describe how technology and technical elements affect and enhance performances.
TH:Re9A.6a	• I can constructively critique a drama/theatre work.
TH:Pr5A.6c	• I can demonstrate proper audience etiquette during classroom or other observed performances.
TH:Cr3A.6a	• I can block and rehearse an original or scripted work.
TH:Pr5A.6a	• I can utilize warm-ups and games to prepare for performance.
TH:Re9A.6b	• I can explain how creative choices impact a performance. • I can evaluate and apply a production element to enhance a performance piece.

**priority standards indicated in bold*

6th Grade Theater Arts Page 4

BOE Approved: 03/20/2025

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TH:Cr1A.6a	• I can demonstrate knowledge of stage areas and body positions by performing them onstage.
TH:Re9A.6c	• I can create or observe a performance with a target audience in mind.
TH:Cr2A.6a	• I can justify character choices from an original or given script.

**priority standards indicated in bold*

6th Grade Theater Arts Page 5

BOE Approved: 03/20/2025

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Unit 3: Connect

Timeframe: 3 weeks

Unit Description: This unit will build connections between the performer and the audience. Topics will include script analysis, performance critique, and self-reflection.

Enduring Understandings:

- Technology can create more immersive and interactive experiences through advanced lighting, sound, and visual effects.
- Studying music and theatre from other cultures aids in our understanding of various traditions, values, and daily life, creating awareness and appreciation of others' unique ways of living.
- Personal experiences, such as cultural heritage, past events, and individual values, shape our responses to theatre by affecting how we interpret characters and themes.
- Studying theatre helps students speak clearly, understand others' feelings, work well with others, and express themselves creatively and confidently.

Essential Questions:

- How does technology affect the way an audience views a performance?
- How can we learn about other cultures and societies by studying the music/theatre of others?
- How do your personal experiences affect how you respond to theatre?
- How can studying theatre benefit our lives?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
TH:Cn11B.6b	• I can evaluate a time period to understand the selection of appropriate props, makeup, costumes, and sets.
TH: Pr6A.6a	• I can create a new interpretation of an existing work using improvisation.
TH:Cr1A.6b	• I can experiment with adding design elements to an original scripted performance while using blocking terminology.
TH:Re8A.6a	• I can explain how past experiences affect character interpretations and portrayal. • I can reflect on my own similarities and differences with a character.
TH:Cn11A.6a	• I can examine and discuss a theme or social issue portrayed in a theatrical work.
TH:Cn10A.6a	• I can explain how a piece of theatre can make an impact on a community and culture. • I can reflect on my reactions to a given performance.
TH:Cn11B.6a	• I can explain how the same production can be presented in various ways.

**priority standards indicated in bold*

6th Grade Theater Arts Page 6

BOE Approved: 03/20/2025

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	• I can compare and contrast scripts or performances of different interpretations of a drama/ theatre work.
TH:Re8A.6b	• I can find themes and messages in various theatrical works. • I can understand how individuals can react differently to the same performance. • I can provide evidence from my perspective to explain my reaction to a drama/theatrical work.

**priority standards indicated in bold*

6th Grade Theater Arts Page 7

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