

K-12

Drama



Drama

Kindergarten

Standard A

Learning Goal: A student should be able to create and perform in the arts.

- Role-play familiar situations and stories.
- Tell stories based on personal experience and imagination.
- Dramatize rhymes and finger plays.
- Use variations of movement and voice (tempo, pitch, timbre, and volume) for different characters.
- Select simple props and costumes.
- Initiate dramatic play (playhouse, store, hospital).
- Add sounds to enhance a dramatization.
- Demonstrate emotions (sad, happy, mad) using facial expression & body posture.
- Pantomime a given situation, (eating an ice cream cone).

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

- Experience stories and tales from various cultures, including Native Alaskan tales. Ex: listen to a story teller

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

- Identify specific elements in a live performance and recorded performance.
- Discuss and practice appropriate audience skills.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

- Explain how the wants and needs of characters are similar to and different from student's own.
- Puts self in role of character to respond to "what if" questions.

Drama

First Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

- Retell a familiar story.
- Dramatize poems.
- Use variations of movement and voice (tempo, pitch, tone, timbre, and volume) for different characters.
- Select simple props, scenery, and costumes.
- Add music, visual elements, or sounds to enhance a dramatization.
- Perform Readers' Theatre.
- Plan and perform a simple play or puppet show.
- Pantomime a given situation (eating an ice cream, a scenario on the playground).

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

- Listen to and/or dramatize tales and stories from various cultures, including Native Alaska.
- Listen to a story teller.
- Distinguish between different family roles as portrayed in a dramatic performance.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

- Identify specific elements in a live performance and recorded performance.
- Discuss and practice appropriate audience skills.
- Use basic vocabulary to describe elements in theatre (props, costumes, set, script).
- Listen to a peer's opinion about a dramatic performance.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

- Explain how the wants and needs of characters are similar to and different from student's own.
- Develop promotional materials (posters, invitations, and tickets).

Drama

Second Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

- Role-play familiar situations and stories.
- Tell stories based on personal experience and imagination.
- Dramatize rhymes, songs, poems. (See Language Arts curriculum)
- Use variations of movement and voice (tempo, pitch, timbre, and volume) for different characters.
- Use simple props, scenery, and costumes.
- Initiate spontaneous dramatic play.
- Add music, visual elements, and or sounds to enhance a dramatization.
- Participate in Readers' Theatre, use of emotions, facial expression, and body posture.
- Pantomime a situation using theatre elements, such as conflict and characterization.
- Develop promotional materials (posters, invitations, and tickets)
- Write a simple play or puppet show individually or collaboratively.
- Create a storyboard with dialogue.
- Learn mechanics of reading a script

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

- Compare/contrast stories from different cultures, including Alaska Native stories.
- Research a story in your community and write a script.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

- Describe visuals, sounds, speech, and kinesthetic elements in a dramatic presentation.
- Discuss and practiced appropriate audience skills.
- Use basic vocabulary to identify elements in theatre (props, costumes, set, scripts)
- Use basic vocabulary to describe elements in drama (character, setting, conflict, dialogue)
- Compare/contrast live or recorded stage productions and book versions of stories.
- Revise performance based on what was learned during rehearsal.
- Make encouraging and constructive suggestions for alternative ideas in dramatizing roles, arranging environments, and developing situations.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

- Discuss thoughts, opinions, and ideas evoked by a dramatic performance.

Drama

Third Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

- Structured improvisation of dialogue from stories through role-play. (* rules needed)Role-play familiar situations and stories.
- Retell/perform stories ,poems, songs, and tales, from various cultures, including AK. Native.
- Develop character using the body, voice, and gestures. (enunciation, projection)
- Demonstrate classroom performance skills.
- Collaborate to design/construct scenes and props using visual arts elements.
- Add music, sound, visual, and movement elements to enhance dramatization.
- Write a simple script individually or collaboratively.
- Develop promotional materials about events, time, and place of classroom dramatizations (poster, tickets, and invitations).
- Become familiar with downstage, upstage, stage right, stage left, vocabulary
- Participate in Reader's Theatre .
- Demonstrate proper rehearsal, performance etiquette.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

- Identify and compare/contrast similar characters and situations in stories and dramas from and about various cultures, including Alaska Native stories.
- Study and interpret Alaska Native dance/drama.
- Discuss how a dramatic presentation reflects your life.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

- Discuss the use of theater elements in a live play verses a movie/television production.
- Discuss and practice appropriate audience skills.
- Explain /write personal reactions to a performance.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

- Discuss thoughts, opinions, and ideas evoked by a dramatic performance.

Drama

Fourth Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

- Structured improvisation of dialogue from stories through role-play. (* rules needed)
- Retell/perform stories ,poems, songs, and tales, from various cultures, AK. Native,includes legends, tales.(literature drawn from social studies/science).
- Develop characterization using the body, voice, and gestures. (enunciation, projection, tempo)
- Demonstrate classroom performance skills.
- Collaborate to design/construct scenes and props using visual arts elements for a class performance.
- Add music, sound, visual, and movement elements to enhance dramatization.
- Write a simple script individually or collaboratively that includes dialogue through role-play to convey a specific message.
- Develop promotional materials about events, time, and place of classroom dramatizations (poster, tickets, and invitations).
- Become familiar with downstage, upstage, stage right, stage left, vocabulary
- Work with performing artists in a variety of capacities.(director, set design, costumes, storyteller, actor.)
- Participate in Reader’s Theatre
- Mastery of stage directions; downstage, upstage, stage right, stage left, vocabulary
- Demonstrate proper rehearsal, performance etiquette.
- Take a field trip to performing arts theatre to look at parts of a theatre.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

- Identify and compare/contrast similar characters and situations in stories and dramas from and about various cultures, including Alaska Native stories.
- Study and interpret Alaska Native dance/drama.
- Discuss how a dramatic presentation reflects your life.
- Observe an Alaska Native performing group.
- Interview and record the artistic/creative experiences of an older community elder.
- Explore cultural and environmental context of a performance (before and after viewing).

Standard C

Learning Goal: A student should be able to critique the student’s art and the art of others.

- Discuss the use of theater elements in a live play verses a movie/television production
- Discuss and practice appropriate audience skills.
- Critique a performance or movie using appropriate vocabulary. (e.g., conflict, characterization, etc.)
- Videotape own performance for self-evaluation.
- Develop a sense of audience (*i.e., who does this content appeal to?*)

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student’s life.

- Discuss thoughts, opinions, and ideas evoked by a dramatic performance.
- Discuss what makes a performance a work of art. (process and or product)

Drama

Fifth Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

- Structured improvisation of dialogue from stories through role-play. (* rules needed)
- Retell/perform stories, poems, songs, and tales, from various cultures, includes legends, tales.(literature drawn from social studies/science).
- Develop characterization using the body, voice, and gestures. (enunciation, projection, tempo)through portrayal of various characters.
- Demonstrate performance skills.
- Collaborate to design/construct scenes, costumes, and props using visual arts elements for a class performance.
- Add music, sound, visual, and movement elements to enhance dramatization.
- Write a script for a scene individually or collaboratively that includes dialogue through role-play to convey a specific message based on personal experience, heritage, imagination, literature, and history.
- Develop promotional materials about events, time, and place of classroom dramatizations (poster, tickets, programs, invitations, T-shirt, design logo.).
- Become familiar with stage direction and orientation.(turn and cross stage left, downstage, upstage, stage right, stage left,)vocabulary
- Work with performing artists in a variety of capacities.(director, set design, costumes, storyteller, actor.)
- Perform in/or Readers Theatre, Forensics, Dramatic Scene, Storytelling, Mime.
- Mastery of stage directions; downstage, upstage, stage right, stage left, vocabulary
- Demonstrate proper rehearsal, performance etiquette.
- Take a field trip to performing arts theatre to look at parts of a theatre, discussing the roles of the people who manage the different parts.
- Leads a small group as a director in planning, visual, aural, oral, and rehearsing improvising scripted scenes.
- Use video camera or other technology to create original movies from scripts, based on stories written by students.
- Develop an understanding of various careers in live theatre and film.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

- Identify and compare/contrast similar characters and situations in stories and dramas from and about various cultures, and historical periods.
- Explore cultural and environmental context of a performance before and after viewing.
- Interview and record the artistic/creative experiences of a community member.
- Investigate dramatic performances illustrating the migration of cultures through Alaska and the United States.
- Investigate dramatic performances which depict events from American history.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

- Discuss the use of theater elements in a live play versus a movie/television production
- Discuss and practice appropriate audience skills.
- Critique a performance or movie using appropriate vocabulary. (e.g., conflict, characterization, etc.)
- Videotape own performance for self-evaluation.
- Develop a sense of audience (*i.e.*, *who does this content appeal to?*)
- Critique original stories, scripts, or videos based on teacher provided criteria including theater and drama elements e.g., conflict, characterization, action, pantomime, movement, verbal interaction, environment, lighting, scenery, etc.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

- Discuss thoughts, opinions, and ideas evoked by a dramatic performance.
- Discuss what makes a performance a work of art. (process and / or product)
- Describe what a performance meant to you and explain your personal preference and emotional response: "What did you like about it?" "What did it mean to you?"
- Apply to your life: "What did you learn from this performance?"

Drama

Sixth Grade

Standard A

Learning Goal: A student should be able to create and perform in the arts.

- Structured improvisation of dialogue from stories through role-play. (* rules needed)
- Retell/perform stories, poems, songs, and tales, from various cultures, includes legends, tales.(literature drawn from social studies/science).
- Develop characterization using the body, voice, and gestures. (enunciation, projection, tempo)through portrayal of various characters.
- Demonstrate performance skills.
- Collaborate to design/construct scenes, costumes, and props using visual arts elements for a class performance.
- Add music, sound, visual, and movement elements to enhance dramatization.
- Write a script for a scene individually or collaboratively that includes dialogue through role-play to convey a specific message based on personal experience, heritage, imagination, literature, and history.
- Develop promotional materials about events, time, and place of classroom dramatizations (poster, tickets, programs, invitations, T-shirt, design logo.).
- Become familiar with stage direction and orientation.(turn and cross stage left, downstage, upstage, stage right, stage left) vocabulary
- Work with performing artists in a variety of capacities.(director, set design, costumes, storyteller, actor)
- Perform in/or Readers Theatre, Forensics, Dramatic Scene, Storytelling, Mime.
- Mastery of stage directions; downstage, upstage, stage right, stage left, vocabulary
- Demonstrate proper rehearsal, performance etiquette.
- Take a field trip to performing arts theatre to look at parts of a theatre, discussing the roles of the people who manage the different parts.
- Leads a small group as a director in planning, visual, aural, oral, and rehearsing improvising scripted scenes.
- Use video camera or other technology to create original movies from scripts, based on stories written by students.
- Develop an understanding of various careers in live theatre and film.

Standard B

Learning Goal: A student should be able to understand the historical and contemporary role of the arts in.

- Identify and compare/contrast similar characters and situations in stories and dramas from and about various cultures, and historical periods.
- Explore cultural and environmental context of a performance before and after viewing.
- Interview and record the artistic/creative experiences of a community member.
- Investigate dramatic performances illustrating the migration of cultures through Alaska and the United States.
- Investigate dramatic performances which depict events from American history.

Standard C

Learning Goal: A student should be able to critique the student's art and the art of others.

- Discuss the use of theater elements in a live play versus a movie/television production
- Discuss and practice appropriate audience skills.
- Critique a performance or movie using appropriate vocabulary. (e.g., conflict, characterization, etc.)
- Videotape own performance for self-evaluation
- Develop a sense of audience (*i.e., who does this content appeal to?*)
- Critique original stories, scripts, or videos based on teacher provided criteria including theater and drama elements e.g., conflict, characterization, action, pantomime, movement, verbal interaction, environment, lighting, scenery, etc.

Standard D

Learning Goal: A student should be able to recognize beauty and meaning through the arts in the student's life.

- Discuss thoughts, opinions, and ideas evoked by a dramatic performance.
- Discuss what makes a performance a work of art. (process and or product)
- Describe what a performance meant to you and explain your personal preference and emotional response: "What did you like about it?" "What did it mean to you?"
- Apply to your life: "What did you learn from this performance?"

Stagecraft

9-12

This course offers a comprehensive, systematic approach to technical theatre with an emphasis on practical, hands-on experience.

Learning Goals: The student will demonstrate an understanding of performing and creating.

Participate actively in the performing arts as a technician.

Refine practical and artistic skills through rehearsal and presentation.

Appropriately use new and traditional materials, tools, techniques and processes.

Demonstrate the creativity and imagination necessary for innovative thinking and problem solving.

Collaborate with others to create and perform works of art.

Integrate two or more art forms to create a new work of art.

Investigate careers in arts production.

Learning Goals: The student will demonstrate an understanding of history and culture.

Recognize the role of tradition and ritual in the arts.

Investigate the relationships among the performing arts, the individual, and the society.

Recognize specific works of art from diverse genres.

Learning Goals: The student will demonstrate an understanding of evaluation and analysis.

Utilize criteria to evaluate the arts, including standards of craftsmanship, function, structural organization, originality, technique, and theme.

Be able to examine works in the theatre and describe the use of basic technical elements, interpret meaning, and offer and defend an informed opinion.

Accept and offer constructive criticism.

Recognize and consider an individual's artistic expression.

Exhibit appropriate audience skills.

Learning Goals: The student will demonstrate an understanding of aesthetic perception.

Discuss what makes a performance a work of art.

Recognize that people devalue what they don't understand.

Recognize that artistic choices determine the work of art.

Make artistic choices in everyday life.

Drama Curriculum Glossary

Action	The action of a play refers to the sequence of events and actions taken by characters in a play that move the narration forward from beginning to end.
Actor	A performing artist portraying a dramatic role in a theatrical setting.
Antagonist	A character opposing the protagonist of a play, creating conflict for the protagonist.
Archetype	In theater, refers to characters which are fundamental in nature, found throughout dramatic writing. For example, the hero, the villain, the monster, the wise fool.
Audition	An event during which an actor tries out for a theatrical production or other dramatic presentation, usually overseen by the Director, sometimes by a casting director.
Backstage	Stage area behind the front curtain, also the areas beyond the setting, including wings and dressing rooms.
Blocking	Arrangement of actors' movements onstage with respect to each other and the stage space.
Body alignment	The way in which an actor aligns his or her body when at rest or in motion; posture. An actor may make character development choices in regard to body alignment in creating a role. For example, a hero may lead with his heart forward, standing and in motion.
Caricature	A character or interpretation of a character which greatly exaggerates the traits and flaws of a person.
Center stage	The geographic Center of the stage.
Character	A character written in a scripted drama, to be portrayed by an actor.
Character Development	Refers to the development of a particular character within a given script, from beginning to end. Sometimes also called a character's "story arc." Also, the way in which an actor approaches and develops a character in a script into a role onstage; characterization.
Comedy	Category of drama that is generally light in tone; it is concerned with issues that are not serious, has a happy ending, and is designed to amuse and provoke laughter. Examples of comedy are "A Midsummer Night's Dream," and "The Importance of Being Earnest."

Conflict	Refers to the relationship between opposing characters in a play, which also defines the choices of actors as they develop their characters for performance, and helps to move the action of a play forward.
Costume	The clothing and other accoutrement worn by a performer in the presentation of a role, or part, in a staged production.
Creative Drama	An informal, improvisational, non-exhibition, process-centered form of drama in which participants are guided by a leader to imagine, enact and reflect upon human experiences through role-play, improvisation, pantomime, movement or sound.
Cue	A signal for action within the context of a theatrical production or other dramatic presentation. For example, one actor provides the “cue” for another actor to speak a line. Also, lighting, rigging and sound cues are often written into a prompt book which allows a stage manager to direct the technical aspects of a production. i.e., a stage manager will call for a curtain to fly or a lighting blackout at the end of a scene.
Designer	As in Costume, Scenic, or Lighting Design applied to a theatrical production. The Designer works with the Director to define the world of the production and how each element of design supports the overall interpretation of the script. Designers often oversee a variety of other theater technicians including builders, operators, electricians and crew members in the implementation of the production design.
Dialogue	Lines in a script or improvisation between two or more characters.
Diction	The intonation, inflection, and articulation with which an individual speaks words. Usually, the quality of diction will be evaluated as good or poor, based on criteria of the resulting clarity and engaging manner of speech.
Director	In American usage, the person who is overall responsible for the overall unity of a production, coordinating the efforts of the contributing artists. The director is in charge of rehearsals and supervises the actors in the preparation of their parts.
Downstage	Front of the stage toward the audience.
Drama	Drama is a literary form meant specifically to be performed, and including parts written for actors.
Dynamics	in the performing arts, refers to the relative energy between two performers. May refer to a relationship between two characters in a play.
Ensemble	a group of performers working together, with an emphasis on the performance of the group rather than on individual performances.

Enunciation	Refers to the ability to pronounce or articulate words.
Gesture	The use of body movement and facial expression to add meaning to the words spoken by an actor onstage.
Improvisation	A form of unscripted drama where the actor is required to create dialogue and a character in the moment of performance.
Lighting	Theatrical lighting helps to define mood, time of day, and other environmental factors within the context of a production design. Theatrical lighting often incorporates area lighting, color and timed lighting cues.
Lines	Lines of text in a script that are designated to a specific character, to be portrayed by an actor.
Locomotors movement	Refers to movement that takes a student from one place to another, e.g., skipping, running, hopping.
Monologue	Lines in a script or improvisation spoken by only one character, sometimes spoken directly to the audience.
Musical Theater	Broad Category which includes operas, operetta, musical comedy and other musical plays. It includes any dramatic entertainment in which music and lyrics (and sometimes dance) are integral and necessary.
Nonlocomotor/axial movement	Refers to movement performed without moving from one place to another, e.g., bending, stretching, swinging.
Objective	Goals, both large and small, which help an actor develop a role for theatrical performance. i.e., "What would I do if I were that character in that situation?"
Offstage	Areas of the stage, usually in the wings, which are not in view of the audience.
Pantomime	A style of performance in which the actor relates a narrative through body movement, gesture and facial expression, without the use of vocal elements.
Performance	Refers to the presentation of a dramatic event specifically involving a relationship between the performers onstage and a live audience.
Physical Warm-up	A series of physical exercises meant to precede a dramatic activity, to prevent injury and help prepare actors for physical work.
Pitch	Tone of a speaking or singing voice relative to its height or depth. i.e., expression of character or emotion by raising or lowering the pitch of one's voice.
Playwright	The author of a play.

Plot	As distinct from story, a patterned arrangement of events and characters for a drama. The incidents are selected and arranged for maximum dramatic impact.
Producer	In American usage, the person responsible for the business side of a production, including raising money.
Production	An interpretation of a drama involving all the elements of theater, both technical and artistic.
Projection	The level at which an actor is able to project his or her voice into the audience. Refers to the overall volume, quality, and clarity with which an actor speaks the lines of the play.
Props (Properties)	Objects that are used by performers onstage or are necessary to complete a set, i.e. a hairbrush, or a chair.
Protagonist	Principal character in a play, the one whom the drama is about.
Rehearsal	The process by which actors and other theater personnel learn their parts over a period of time. At different points in the rehearsal process, a Director will focus on different elements of the production, leading to the performance of a production.
Role	A character in a scripted drama as portrayed by an actor in a theatrical setting.— The conflicting forces faced by characters in a play, i.e. other characters, personal limitations.
Scene	(1) Stage setting. (2) One of the structural units into which a play or an act of a play is divided. (3) Location of a play's action.
Script	Written or printed text of a play or some other theatrical representation; a script consists of dialogue, stage directions, descriptions of characters and the likes.
Set	Scenery, taken as a whole, for a scene or an entire production.
Skit	A brief dramatic sketch often performed in informal settings such as a classroom or community event.
Sound	The elements of sound usually referred to within the context of a sound design, which support the production of a play or other dramatic presentation. i.e., music, ambient sounds, sound cues designated by the stage directions in a script such as "thunder," or "door slamming."
Stage Directions	Geographic locations on the stage, i.e., Downstage, upstage, stage left, stage right. Also, text in a script suggesting action of the players, often written parenthetically, or in italics.
Stage Left/Stage	The sides of the stage from the perspective of the actor, facing the audience.

Right	Stage left and stage right are in the same place on stage whether the actor is facing the audience or facing away from the stage.
Stage Manager	The Stage Manager coordinates and oversees all aspects of a production that relate to the development of a performance, including scheduling, documentation, and sometimes dramaturgical research for the rehearsal process, and managing all the elements of a theatrical production in progress, including personnel and time management, directing the staging elements, and facilitating communication.
Stagecraft	Skills used in the development of a theatrical production, e.g. understanding of stage directions, ability to construct scenery.
Storytelling (Storyteller)	Storytelling is the practice of sharing events through words, images and sounds, often including improvisation and embellishment that originate from the storyteller. The narrative of a story, though perhaps familiar, will be influenced by the style and personal experience of the storyteller.
Suspension of Disbelief	The ability of both the actors and the audience to “suspend disbelief” in regard to the world of the play. The unspoken agreement that the audience will believe that an actor dressed in a costume is a dragon or a historical character, for example.
Tempo	Refers to the speed or pacing in the performance of a given piece of music, dance or text.
Tension	The dynamic created in a script between characters pursuing opposing objectives, facing limitations of the world of the play, and other obstacles. This dynamic helps to create a sense of urgency, time, and energy within a production of a dramatic work, and also may draw the audience further into the world of the play.
Theatre (Theater)	A theater is the building in which a dramatic performance takes place, may also refer to a theatrical company or ensemble. Also, theatre is defined as a branch of the performing arts, the product of which is a performance of a dramatic event in which speech, gesture, dance, music, spectacle and design combine into a single artistic form.
Theatre Games	Creative dramatic play, in the form of group activities, meant to develop specific expressive and dramatic performance skills.
Timbre	The quality of vocal speech or singing, not relative to pitch or volume, sometimes referred to as tone quality or color. In music, defines the tonal quality of various instruments.

Tragedy	Tragedy involves a serious action of universal significance and has important moral and philosophical implications. Following Aristotle, most critics agree that a tragic hero or heroine should be an essentially admirable person whose downfall elicits our sympathy while leaving us with a feeling that there has in some way been a triumph of the moral and cosmic order which transcends the fate of any individual. The disastrous outcome of a tragedy should be seen as the inevitable result of the character and his or her situation, including forces beyond the character's control. Examples of tragedy are "Antigone," and "Hamlet."
Upstage	Back of the stage away from the audience.
Vocal Warm-up	A series of vocal exercises meant to precede a dramatic activity, to prevent injury and help prepare actors for vocal work.
Volume	The relative loudness of a speaking voice or other sound.
