GRADE FIVE THEATRE CURRICULUM
Module 1: Elements of Dramatic Stories

Enduring Understanding
Foundational Skills: Dramatic stories incorporate exposition, character, conflict, climax and resolution.

Essential Question
What makes a story dramatic?

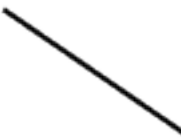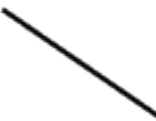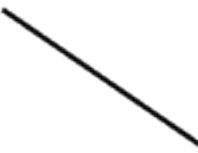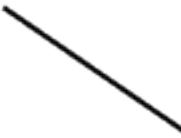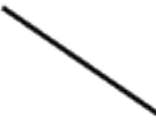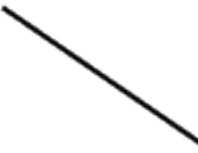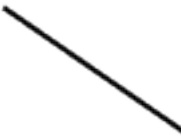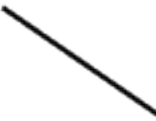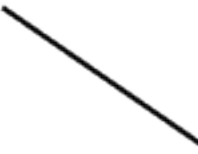| Domain	Process	Standard
PERCEPTION	Observing / Responding	**1.1 Use the vocabulary of theatre, such as sense memory, script, cue, monologue, dialogue, protagonist, and antagonist, to describe theatrical experiences.**
	Analyzing	**1.2 Identify the structural elements of plot (exposition, complication, crisis, climax, and resolution) in a script or theatrical experience**
CREATION	Acting	2.1 Participate in improvisational activities to explore complex ideas and universal themes in literature and life.
	Playmaking	*2.3 Collaborate as an actor, director, scriptwriter, or technical artist in creating formal or informal theatrical performances.*
CONTEXT	Critiquing	4.1 Develop and apply appropriate criteria for critiquing the work of actors, directors, writers, and technical artists in theatre, film, and video.
	Putting into Historical and Cultural Context	3.2 Interpret how theatre and storytelling forms (past and present) of various cultural groups may reflect their beliefs and traditions.

Essential standards and **supporting standards** to be assessed.

Sample Performance Task

1. Adapt a story, folktale, legend, or myth into a scripted short play. The play should have an antagonist, protagonist, clear exposition, conflict, climax, and resolution. Include simple costumes, setting, and props.

Sample Scoring Tool:

Quality Level	1. Artistic Perception Grade 5 Standard 1.1, 1.2	2. Creative Expression Grade 5 Standard 2.3	3.Historical / Cultural Context	4.Aesthetic Valuing	5.Connections, Relationships, Applications
4 **Advanced**	Protaganist and antagonist are **well defined** through **descriptive language and stage directions** **Strong evidence** of story structure that is **consistent** with adaptation	Adapts literature into a **well organized** script **Creative and original** use of costumes, setting, and props			
3 **Proficient**	Evidence of protaganist and antagonist in the script Evidence of story structure in the script	Adapts literature into a script appropriate use of costumes, setting, and props			
2 **Partially** **Proficient**	**Vague** evidence of protaganist and antagonist in the script **Some**	Adapts literature into a **weak** script Costumes, setting and props are used **inconsistently**			

	elements of story structure are included in the script				
1 **Not Proficient**	**Lacks** evidence of protaganist and antagonist in the script Story structure is **unclear**	Adapts literature into a **weak** script Costumes, setting and props are used **inconsistently** **Does not** adapt literature into a script Costumes, setting and proprs are either **not evident or not connected to script**	╲	╲	╲

Developing Concepts

Scripts are written in a particular format by playwrights and include monologues, dialogue, setting and stage directions.

Key Ideas:

- Playwrights write scripts.
- Monologues are performed by one character.
- Conversation between two or more characters is called dialogue.
- Stage directions are used in scripts to tell what is going on during the play or musical.
- Cues are created to tell when things happen during a play or musical.

Knowledge	**Skills**
Vocabulary - [Script](#) - [Monologue](#) - [Dialogue](#) - [Playwright](#) - [Stage Directions](#) - [Cues](#)	**Performance** - Create a monologue for a character, identifying character traits in gesture and voice - Develop possible dialogue for a script through improvisational versions of scenes **Playwriting**

	• Write a draft script using script format for dialoge
	• Include stage directions in script
	• Identify cues
	• Identify setting (when & where) through dialogue and stage directions
	     o Time of day
	     o Time of year
	     o Time in history

Theatre depends on many technical artists working with the director and the actors as an ensemble.

Key Ideas:

- The director is responsible for the artistic vision necessary to create the play or musical.
- The stage manager is responsible for "running" the show.
- Many designers and technicians work behind the scenes to help create the spectacle of theatre.

Knowledge	Skills

Vocabulary
 	
• Director
• Artistic Vision
• Stage Manager
• Technical Theatre
    o Lighting
    o Sound
    o Costume Design/Construction
    o Make-up
    o Props
    o Set Design/Construction
• Technical Artist
• Spectacle
	Director/Stage Manager
	
	• Identify responsibilities of off-stage roles in performance: director and stage manager
	• define unified artistic vision for a performance
	
	Technical Theatre
	
	• Identify and practice the roles of various off-stage roles of designers in theatre:
	    o Lighting
	    o Sound
	    o Costumes
	    o Make-up
	    o Props
	    o Set

Actors depend on sense memory to create character.

Key Ideas:

- Actors use what they have personally experienced and how they felt during those experiences to create characters.
- The protagonist is the major character in a story.
- The antagonist opposes the protagonist.

Knowledge	Skills
Vocabulary • Sense Memory • Protagonist • Antagonist	**Acting** • Use sense memory in creating character and in improvisation • Identify the protagonist and the antagonist in a drama • Describe several sources of conflict in drama: internal, external, environmental, social, political, etc.

Comprehension of theatre depends on an understanding of the structural elements of plot (exposition, complication, crisis, climax and resolution).

Key Ideas:

- The structural elements of plot are exposition, complication, crisis, climax and resolution.
- These elements are used to analyze story in theatre.

Knowledge	Skills

Vocabulary
 	
 • Structural Elements
     o Exposition
     o Complication
     o Crisis
     o Climax
	Plot
	
	 • Demonstrate exposition of character, setting and plot using the actor's tools
	 • Create a compelling complication in a drama
	 • Show plot points rising to a

o Resolution	crisis in a drama • Show the climax and resolution of a drama

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Theatre may reflect the beliefs and traditions of various cultural groups and/or societal issues.

Key Ideas:

*   Many themes and conflicts in plays and musicals are based on societal issues and struggles of opposing forces.
*   Beliefs and traditions from cultural groups can create compelling theatre.

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Knowledge

Vocabulary

*   Theme
*   Conflict

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Skills

Analysis

*   Analyze beliefs and traditions of a dramatic style or genre, considering cultural groups, history, and societal issues

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