

**Curriculum Development Course at a Glance
Planning for 1st Grade Drama and Theatre Arts**

Content Area	Drama and Theatre Arts	Grade Level	1 st Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Create	1. Create characters and environments through dramatic play	DTA09-GR.1-S.1-GLE.1	
2. Perform	1. Retell a short story or scene through dramatic play	DTA09-GR.1-S.2-GLE.1	
3. Critically Respond	1. Identify key aspects of theatre	DTA09-GR.1-S.3-GLE.1	

Colorado 21st Century Skills

Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*

The Colorado Academic Standards for Drama and Theatre Arts are not intended to be taught in a linear (checklist of coverage) fashion, but rather should be implemented as a cyclical creative process. Each unit within this sample blueprint intentionally includes standards from all three drama and theatre arts standards to illustrate this process-based philosophy.

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
Family Stories that Teach	4 weeks/20 hours	Instructor Choice
Create and Perform an Environment	4 weeks/20 hours	Instructor Choice

Curriculum Development Overview
Unit Planning for 1st Grade Drama and Theatre Arts

Unit Title	Family Stories That Teach		Length of Unit	2 weeks/10 hours
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.1-S.1-GLE.1 DTA09-GR.1-S.2-GLE.1 DTA09-GR.1-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • What are some of the stories a family tells that teach something important? What types of characters are in family stories? (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1) • What types of character relationships exist in family stories? • What types of characters are easier to play, everyday real family characters or imaginary characters? • What types of reactions will an audience have to the different character relationships performed? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Culture, Values, Society, Tradition, Story Telling, Influence, Heritage, Family, Generation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Family heritage expresses long standing traditions and values that shape personal understanding of society. (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What family traditions exist because of cultural heritage? What types of family traditions are passed down by parents and grandparents?	How do family traditions that are passed down influence decision making? How does dramatic improvisation allow people to discover family traditions and values? (example: holidays and celebrations) How do family traditions differ from family to family?
Family stories represent the back stories of each generation (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	How are family stories documented? What are some favorite family stories and why? How do people tell a family story and how would a family member tell the same story? What family stories are told through television, movies, and books?	What makes a story so memorable that it gets repeatedly told generation to generation? Why is it important to understand a person's story to act as that person? Why are some stories told by others through television, movies, and books?
Story telling communicates family traditions (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What are ways to tell family stories? When are family stories told and who tells them?	Why is it important that certain people tell a family story? Why are family stories told during certain times like celebrations?

Authors of the Sample: Amy Long (Frontier Academy); Douglas Hinkle (Academy School District 20); Beau Augustin (Jefferson County R-1); Eric Thomas (Academy School District 20); Karen Parks (Fountain Ft. Carson 8); Mary Schuttler PhD (University of Northern Colorado); and Jay Seller PhD (Adams 12 Five Star Schools)

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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • A character’s feelings concerning relationships through movement and voice. (DTA09-GR.1-S.1-GLE.1) • Examples of effectively using character relationships within a scene. (DTA09-GR.1-S.2-GLE.1) • Difference between theatre and real life relationships after viewing a theatrical performance. (DTA09-GR.1-S.3-GLE.1) 	<ul style="list-style-type: none"> • Identify a scene where their family tradition takes place, then recreate and retell it through drama. (DTA09-GR.1-S.1-GLE.1) • Retell short stories or scenes for use with an audience through movement and voice (DTA09-GR.1-S.2-GLE.1) • Act out a character’s feelings that come from family stories and respond to verbal prompts to demonstrate feeling such as happy or sad. (DTA09-GR.1-S.2-GLE.1) • Describe how acting is different from a real life story. (DTA09-GR.1-S.3-GLE.1) • Ask questions about student performance. (DTA09-GR.1-S.3-GLE.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Family stories help me understand real life traditions.</i></p>
<p>Academic Vocabulary:</p>	<p>Traditions, celebrate, heritage, family, imagination, create, character, play</p>
<p>Technical Vocabulary:</p>	<p>Scene, performance, improvisation, stage</p>

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Unit Title	Create and Perform an Environment		Length of Unit	4 weeks/20 hours
Focusing Lens(es)	Relationship Perspective	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.1-S.1-GLE.1 DTA09-GR.1-S.2-GLE.1 DTA09-GR.1-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How do animals and human characters interact with their environment? (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1) • How does the environment impact characters on the stage? • How do plants and/or animal characters show feelings? • How do characters' voices and movements differ? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Movement, Character, Interaction, Observation, Dependent, Personification, Environment, Movement			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Animal and human characters, through movements and actions help construct environments. (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What are the living and non-living things in different environments? What movements are in an environment? How do living things interact? What are the primary habitats of animal characters?	Why do the actions of living things change their environments? Why are movements in an environment at different speeds? How does something that is bad for one animal become good for the environment?
Animal characters are personified through informed actions within their environments (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What needs do animals have? What can happen when a living things needs are not met? What is the difference between living and non-living? What are the characteristics of a fictional character? What are the characteristics of a non-fictional character?	How do living things affect non-living things and vice-versa? How does having lesser needs help a living thing? What happens when living things have more than the need? How does an actor become an animal?
Animal and human characters demonstrate an understanding of environments through actions. (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)	What actions do animals and humans have in common? What environments do you find both human and animal characters?	How does environment impact the actions of human and animals? How can an actor use animal movement to enhance a performance within an environment?

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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The difference between a theatrical setting and a real-life setting after viewing a performance (DTA09-GR.1-S.3-GLE.1) Different ways animal characters move in specific environments that show relationships and dependency. (DTA09-GR.1-S.1-GLE.1) Examples of scene setting (DTA09-GR.1-S.3-GLE.1) 	<ul style="list-style-type: none"> Create environments, where characters interact through movement with their setting DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) Describe several different environments where animals relate to their environment (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1) Identify how audience members understand an animal’s relationship to their environment through observation. (DTA09-GR.1-S.3-GLE.1) Describe how the stage, actions and relationships of the performers and the setting communicated the environment to the audience. (DTA09-GR.1-S.3-GLE.1) Ask questions, based on discoveries, after viewing each performance. (DTA09-GR.1-S.1-GLE.1) and (DTA09-GR.1-S.2-GLE.1) and (DTA09-GR.1-S.3-GLE.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Animal and human characters act differently depending on where they are.</i></p>
<p>Academic Vocabulary:</p>	<p>Environment, adaptation, living and non-living, habitat</p>
<p>Technical Vocabulary:</p>	<p>Scene, character, performance, improvisation, stage, create, movement, personify</p>

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