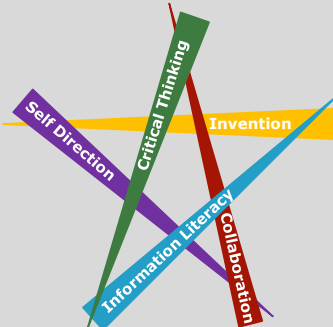


**Curriculum Development Course at a Glance
Planning for 4th Grade Drama and Theatre Arts**

Content Area	Drama and Theatre Arts	Grade Level	4 th Grade
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Create	1. Create characters from scripts or improvisation using voice, gestures and facial expressions	DTA09-GR.4-S.1-GLE.1	
	2. Create and write simple dramas and scenes	DTA09-GR.4-S.1-GLE.2	
	3. Design a scene through an inventive process, and perform the scene	DTA09-GR.4-S.1-GLE.3	
2. Perform	1. Participate collaboratively with partners and groups	DTA09-GR.4-S.2-GLE.1	
	2. Demonstrate safe use of voice and body to communicate characters	DTA09-GR.4-S.2-GLE.2	
	3. Define stage direction and body positions	DTA09-GR.4-S.2-GLE.3	
3. Critically Respond	1. Develop selected criteria to critique what is seen, heard, and understood	DTA09-GR.4-S.3-GLE.1	
	2. Examine character dynamics and relations	DTA09-GR.4-S.3-GLE.2	

Colorado 21st Century Skills



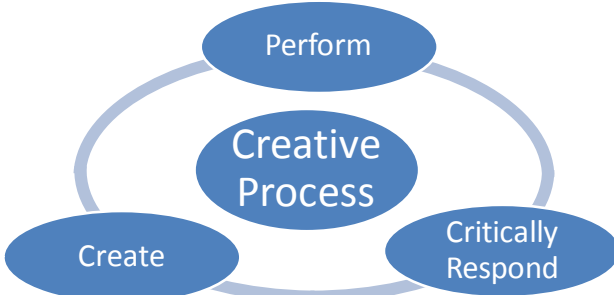
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

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
Back in the Day... Primary Sources Come Alive	Two Weeks/10 hours	Instructor Choice
Exploration Collaboration	Six Weeks/30 hours	Instructor Choice
Living Portraits – Exploration of Characters and Relationships	Ten Weeks/10 hours	Instructor Choice

Curriculum Development Overview
Unit Planning for 4th Grade Drama and Theatre Arts

Unit Title	Back in the Day... Primary Sources Come Alive		Length of Unit	Two Weeks/10 hours
Focusing Lens(es)	Perspective	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.4-S.1-GLE.1, DTA09-GR.4-S.1-GLE.2, DTA09-GR.4-S.1-GLE.3 DTA09-GR.4-S.2-GLE.1, DTA09-GR.4-S.2-GLE.2, DTA09-GR.4-S.2-GLE.3 DTA09-GR.4-S.3-GLE.1, DTA09-GR.4-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is it important to research primary sources for dramatic portrayals? (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2) When is it permissible to adapt primary source information for a dramatic portrayal? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Composition, Improvisation, Patterns, Culture, Observation, Emotions, Stereo-Type, Representation, Historical, Character, Portrayal, Source, Tension, Connection, Expression, Spectrum, Believability			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Observations of historical events can inform non-stereotypical improvisation enhancing the understanding of multiple perspectives for character representations (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.2)	What is an example of stereotypical depictions? What is an example of multiple perspectives on any given historical event? Whose perspective is represented in a primary source and/or secondary source?	How do characters' perspectives of a historical event differ? What can be learned about characters whose perspectives are not represented in primary sources? How do different stereotypical stage and body positions impact the image that is being created?
Patterns of tension and conflict across cultures communicate essential information about characters through time in order to make personal connections between history and current events. (DTA09-GR.4-S.1-GLE.2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2)	What conflicts, cultures, and characters are included in primary historical sources? What cultural patterns of tension and conflict emerge from the research of an event?	How can patterns of conflict be translated from a primary historical source into a visual representation on stage (scene design, blocking, dialogue) How can primary historical sources aid in the accurate portrayal of historical events and characters?
Interesting, dramatic compositions employ a range of emotions in order to accurately portray a spectrum of perspectives. (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,3)	What emotions are communicated through a primary source? What words within a primary document express emotions strongly? What facial expressions, movement, and gestures convey motivation and believability?	How can a character convey a range of emotions through the use of body? How do words shape our impression of characters? How can characters demonstrate relationships to each other on stage? How does design composition impact performers?

Curriculum Development Overview
Unit Planning for 4th Grade Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> The conflicts and emotion within interesting stories (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2) How actors represent historical events accurately (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2) 	<ul style="list-style-type: none"> Write and/or speak expressively in order to communicate a range of emotions resulting from historical conflicts and situations (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2) Use documents to inform artistic choices in ensemble situations to create historically accurate scenes or tableaux (DTA09-GR.4-S.1-GLE.2) Follow basic stage directions (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2)

<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>Understanding an historical event and why people in history reacted in certain ways are necessary to create accurately portrayed scenes that utilize word choice, design, body positioning, and blocking on stage.</i></p>
<p>Academic Vocabulary:</p>	<p>Conflict, tension, communicate, emotions, primary sources, secondary sources, portray, perspective</p>
<p>Technical Vocabulary:</p>	<p>Scene, blocking, stage direction, tableaux, dramatic compositions, ensemble, improvisation, Non-stereotypical improvisation,</p>

Curriculum Development Overview
Unit Planning for 4th Grade Drama and Theatre Arts

Unit Title	Exploration Collaboration		Length of Unit	Six Weeks/30 hours
Focusing Lens(es)	Complexity	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.4-S.1-GLE.1, DTA09-GR.4-S.1-GLE.2, DTA09-GR.4-S.1-GLE.3 DTA09-GR.4-S.2-GLE.1, DTA09-GR.4-S.2-GLE.2, DTA09-GR.4-S.2-GLE.3 DTA09-GR.4-S.3-GLE.1, DTA09-GR.4-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How can exploration be interpreted in dramatic form? (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2) • How can researching real world connections be transformed into dramatic presentation? • How are dramatic characters developed from historical or scientific content? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Investigate/Discovery, Portrayal, Dramatization, Space/Time/Energy, Character, Accuracy, Historical, Ensemble, Convey, Collaboration, Influence Transformation, Presentation, Connections			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Investigation and discovery of historical content influences a dramatic reenactment. (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2)	What types of historical figures lend themselves to effective dramatic reenactment? What elements of a historical event should determine performance content? What kind of information can be taught through historical reenactment?	How can historical information be conveyed through a character or scene? How can collaboration enhance historical understanding?
Dramatic performance can effectively convey investigation and discovery of scientific content (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2)	What types of dramatic performance can be used to portray scientific concepts? (Such as monologues, musicals, and galleries). What kind of body movements and gestures can mimic motion in nature? (Such as planetary motion, wind, animals, rock cycle).	How can science content be taught through stage presentation? (Such as forms of energy, space, fossils, and environments). How can inanimate objects be characterized in a dramatic performance? How can scenery and props enhance audience understanding?
Collaboration within an acting ensemble facilitates accurate creative dramatization (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2)	What strategies can be implemented to ensure effective collaboration? (Such as grouping) What problem-solving skills can be used in collaboration?	How does collaboration ensure accuracy in a dramatic interpretation? (Such as historical events and scientific concepts) How can collaboration ensure safe use of voice and stage movement?

Authors of the Sample: Karen Parks (Fountain Fort Carson 8); Eric Thomas (Academy School District 20); Mary Schuttler, PhD (University of Northern Colorado); Doug Hinkle (Academy School District 20); Amy Long (Frontier Academy); Briana Sprecher-Kinneer (Poudre School District); and Jay Seller PhD (Adams 12 Five Star Schools)

Curriculum Development Overview
Unit Planning for 4th Grade Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Examples of thoughtful creative dramatization of significant historical events from Colorado history, and major scientific concepts from the 4th grade content. (Such as solar system, ecosystems, fossils, energy) (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2) • The benefits of effective collaboration through creative dramatization (such as give and take, respect, sharing, team work) (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2) • Strategies to research content and make decisions for a theatrical portrayal (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2) 	<ul style="list-style-type: none"> • Reenact historical events and portray authentic characters through dramatic presentation. (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2) • Portray scientific concepts from the 4th Grade content in dramatic form. (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2) • Work collaboratively to enhance content accuracy and the effective portrayal of significant historical events from Colorado history. (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2) and (DTA09-GR.4-S.3-GLE.1,2)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>Scientific concepts, like the Solar System, can be characterized on stage through effective movement and characterization of performers.</i></p>
<p>Academic Vocabulary:</p>	<p>Timeline, cause and effect, ecosystem, solar system</p>
<p>Technical Vocabulary:</p>	<p>Stage directions: stage right, stage left, upstage, downstage, character, playwright, scenery, props, script</p>

Curriculum Development Overview
Unit Planning for 4th Grade Drama and Theatre Arts

Unit Title	Living Portraits: Exploration of Character and Relationships		Length of Unit	10 lessons/10 days
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.4-S.1-GLE.1, DTA09-GR.4-S.1-GLE.2, DTA09-GR.4-S.1-GLE.3 DTA09-GR.4-S.2-GLE.1, DTA09-GR.4-S.2-GLE.2, DTA09-GR.4-S.2-GLE.3 DTA09-GR.4-S.3-GLE.1, DTA09-GR.4-S.3-GLE.2	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> Why is critical observation necessary to create a dramatic portrayal? (DTA09-GR.4-S.1-GLE.1,2,3) and (DTA09-GR.4-S.2-GLE.1,2,3) and (DTA09-GR.4-S.3-GLE.1,2) How can an entire story be told in tableau form? Why would a tableau enhance storytelling? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Composition, Space/Time/Energy, Observation, Character, Expression, Portrayal, Mood, Collaboration, Convey, Ideas, Time, Decision Making, Inquiry, Genre, Image			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Effective composition of characters within a dramatic tableau enhances overall expression (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.2,3) and (DTA09-GR.4-S.3-GLE.2)	What building blocks are essential in a picture? What is the focal point of the picture? What mood is expressed by the pictures? What do different types of body positions and spacing reveal about character relationships?	How is relationship between the characters portrayed? How are levels, layers and body position used to communicate expression or meaning? Why it is important for groups to work together to create a final product?
Using a still image in a theatrical performance requires knowledge of how to portray the essential components of a pinnacle moment in time. (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE. 2,3) and (DTA09-GR.4-S.3-GLE.2)	What is the action portrayed in the picture? What characters appear more powerful in this picture? What genre is conveyed by the still image?	How is action conveyed in a still image? How does spacing inform relationship? How does facial expression enhance style of the picture?
Critical observation of key ideas within a scene illuminates emotions within a frozen picture (DTA09-GR.4-S.1-GLE.2) and (DTA09-GR.4-S.2-GLE.3) and (DTA09-GR.4-S.3-GLE.1)	What is important in this piece? What elements of this picture reveal the 5 W's (who, what, where, when, and why)?	How do students decide where to look in a picture? How do characters show relationship in the picture?
Actors can communicate the nature of a character through decisions in vocal expressions and intonation. (DTA09-GR.4-S.1-GLE.1) and (DTA09-GR.4-S.2-GLE.2)	What vocal intonations reveal various emotions? What variations in volume reveal character status?	How does changing character intonation reveal what the character values? How do changes in volume illustrate relationships between characters?

Curriculum Development Overview
Unit Planning for 4th Grade Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • How spacing, gesture and vocal qualities reveal character relationships (DTA09-GR.4-S.1-GLE.1) and (DTA09-GR.4-S.2-GLE.1,2) • The time and energy necessary to effectively communicate character and relationship through still images and vocal quality. (DTA09-GR.4-S.1-GLE.1) and (DTA09-GR.4-S.2-GLE.1,2) • The relationships between characters are layered and complex and vary from moment to moment (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.1,2) • Why everything shown and heard in a scene has a meaning (DTA09-GR.4-S.1-GLE.1) and (DTA09-GR.4-S.2-GLE.1,2) 	<ul style="list-style-type: none"> • Create tableaus that can inform movement in a future scene. ((DTA09-GR.4-S.1-GLE.1) and (DTA09-GR.4-S.2-GLE.1,2) • Create tableaus that effectively show relationships between characters using spacing, facial expressions, body positioning, and frozen movement/energy (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.2) and (DTA09-GR.4-S.3-GLE.2) • Express characters and relationships using vocal techniques within tableaus. (DTA09-GR.4-S.1-GLE.1,2) and (DTA09-GR.4-S.2-GLE.2) and (DTA09-GR.4-S.3-GLE.2) • Create a set of criteria for critiquing characters and relationships in pictures effectively. (DTA09-GR.4-S.3-GLE.1) • Work in groups to successfully complete a task. (DTA09-GR.4-S.2-GLE.1)

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<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>When a theatrical performance embeds still life images it is intentionally bringing focus of the audience to a specific moment in time.</i></p>
<p>Academic Vocabulary:</p>	<p>Relationship, space, layers, levels, movement, picture, group, volume, tone, critique, character</p>
<p>Technical Vocabulary:</p>	<p>Tableau, vocal inflections, improvise, facial expression, gesture</p>