

# Model Curriculum – The Arts

## Drama/Theatre K-2

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### Enduring Understandings

<b>Personal Choice and Vision</b>	Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.
<b>Critical and Creative Thinking</b>	Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.
<b>Authentic Application &amp; Collaboration</b>	Students work individually and in groups to focus ideas and create and perform works to address genuine local and global community needs.
<b>Literacy</b>	As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day

### Progress Points

**Students will, at the appropriate developmental level:**

- Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.
- Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.
- Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.
- Interpret and transform new and traditional dramatic texts for informal and formal productions.
- Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.
- Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.

GRADE	<b>Cognitive and Creative Processes</b>		
<b>K</b>	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><b>1CE</b> Demonstrate observation and listening skills in a theatrical context.</p> <p><b>2CE</b> Listen to stories, myths and fairy tales</p>	<p><b>1PR</b> Imitate movements, voices and feelings of people, animals and objects through dramatic play.</p>	<p><b>1RE</b> Share thoughts, emotions and ideas in response to a dramatic or theatrical experiences</p>

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<p>from various time periods and cultures and describe the storyline.</p> <p><b>3CE</b> Identify the characters, place and time in stories.</p> <p><b>4CE</b> Predict endings of a stories or theatre performances.</p> <p><b>5CE</b> Listen to and follow directions in both classroom and theatrical settings.</p> <p><b>6CE</b> Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre productions.</p>	<p><b>2PR</b> Perform group pantomimes and improvisations to retell stories</p> <p><b>3PR</b> Create an imaginary character using costumes and props.</p> <p><b>4PR</b> Imagine and create a physical environment for stories (e.g., arrange classroom furniture; suggest lighting or sound effects to suggest mood, choose characters' clothing).</p> <p><b>5PR</b> Engage in drama and theatre experiences to explore concepts from other academic areas.</p> <p><b>6PR</b> Work cooperatively to dramatize a story.</p>	<p><b>2RE</b> Distinguish between the real and imagined worlds when experiencing stories, myths and fairytales.</p> <p><b>3RE</b> Describe a character's feelings in stories and make comparisons to people and events in their own lives.</p> <p><b>4RE</b> Describe what a playwright does.</p> <p><b>5RE</b> Articulate the strengths and weaknesses of self and peers following performances.</p> <p><b>6RE</b> Demonstrate confidence and pride in individual and collaborative dramatic play.</p>
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GRADE	Cognitive and Creative Processes		
1	PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
	<p><b>1CE</b> Retell the beginning, middle and ending of stories in proper sequence.</p> <p><b>2CE</b> Identify the characters, time, place and major events in stories.</p> <p><b>3CE</b> Use vivid language to describe the setting of real or imaginary locations.</p> <p><b>4CE</b> Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.</p> <p><b>5CE</b> Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g. live theatre, film, television, film and media).</p> <p><b>6CE</b> Identify how audience behavior differs among dramatic forms (e.g., live theatre, film,</p>	<p><b>1PR</b> Retell or dramatize stories, myths and fairy tales from various time periods and cultures.</p> <p><b>2PR</b> Create, write and tell stories based on personal experience.</p> <p><b>3PR</b> Demonstrate various movements, voices and feelings by performing a variety of familiar roles.</p> <p><b>4PR</b> Dramatize and improvise familiar stories from classroom literature or life experiences with a plot and beginning, middle and end.</p> <p><b>5PR</b> Arrange classroom objects to represent a suitable environment for dramatic and theatrical activities (e.g., arrange classroom furniture into a theatre space, use resources</p>	<p><b>1RE</b> Explain personal and collective emotional responses to dramatic and theatrical works or experiences.</p> <p><b>2RE</b> Recognize that there are a variety of points of view and interpretations of stories.</p> <p><b>3RE</b> Compare and contrast the elements (e.g., plot, character, and setting) of various stories and dramatic texts.</p> <p><b>4RE</b> Describe the consequences of a character's decisions and actions in a story or play.</p> <p><b>5RE</b> Describe characters in stories and tell how they are similar to or different from themselves.</p> <p><b>6RE</b> Use feedback to improve their dramatic</p>

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video and broadcast media.)	to add lighting or sound to create mood, and choose characters' clothing). <b>6PR</b> Work cooperatively to present a tableau, improvisation or pantomime.	works. <b>7RE</b> Demonstrate confidence and self-direction when engaging in dramatic play.
GRADE <b>2</b>	<b>Cognitive and Creative Processes</b>	
PERCEIVING/KNOWING/CREATING (CE)	PRODUCING/PERFORMING (PR)	RESPONDING/REFLECTING (RE)
<p><b>1CE</b> Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works.</p> <p><b>2CE</b> Identify the theme of stories or dramatic and theatrical works.</p> <p><b>3CE</b> Compare the same stories across cultures.</p> <p><b>4CE</b> Identify the arts that are used to create a theatrical performance.</p> <p><b>5CE</b> Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences</p> <p><b>6CE</b> Listen to and follow directions from instructor and peers in both classroom and theatrical settings.</p> <p><b>7CE</b> Demonstrate appropriate audience behavior when engaging in dramatic experiences.</p>	<p><b>PR1</b> Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling)</p> <p><b>PR2</b> Explore and demonstrate various design components of a scene (e.g., draw a picture from the stories, create live sound effects and identify clothing items appropriate to the character).</p> <p><b>PR3</b> Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict.</p> <p><b>PR4</b> Engage in physical warm-ups to develop relaxation and build coordination and flexibility.</p> <p><b>PR5</b> Describe and model effective social and group skills when participating in dramatic play with partners.</p>	<p><b>1RE</b> Identify factors that influence personal opinions about a dramatic or theatrical work or experience.</p> <p><b>2RE</b> Explain choices made in creating settings for classroom performances (e.g. lighting, sound, clothing and mood).</p> <p><b>3RE</b> Recognize and demonstrate acceptable audience behavior when participating in a drama experience.</p> <p><b>4RE</b> Restate opinions of others about a dramatic or theatrical work or experience.</p> <p><b>5RE</b> View a performance and distinguish among the roles of playwright, actor, director and designer and their artistic choices.</p> <p><b>6RE</b> Discuss and critique personal performance and participation in a theatrical activity, using established criteria.</p>

# Kindergarten – 1CE, 2CE, 5CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>1CE</b> Demonstrate observation and listening skills in a theatrical context; <b>2CE</b> Listen to stories, myths and fairy tales from various time periods and cultures and describe the storyline; <b>5CE</b> Listen to and follow directions in both classroom and theatrical settings.</p> <p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical works that are personally meaningful;</li> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>

**Essential Question**      How can I participate in theatre? What is unique and valuable about theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>In theatre, there is an audience and artists who have specific functions;</li> <li>Appropriate behavior in the classroom and at the theatre is similar;</li> <li>Viewing and understanding a theatrical piece is similar to listening to and comprehending a lesson in class;</li> <li>Stories develop through a sequence of events.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying how audience members follow agreed-upon rules for behavior;</li> <li>Recognizing that stories have a sequence of events;</li> <li>Appreciating that listening is an integral part of learning and doing.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Participating in read-aloud activities;</li> <li>Reenacting stories;</li> <li>Reading high interest stories;</li> <li>Discussion;</li> <li>Creating timelines;</li> <li>Role playing of audience versus performer.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students role-play being actors versus being audience members.</p> <p>Students create a picture timeline depicting the sequence of events in a story or play.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Director</li> <li>• Screenwriter</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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# Kindergarten – 3CE, 4CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>3CE</b> Identify the characters, place and time in stories; <b>4CE</b> Predict endings of stories or theatre performances.</p> <p><b>Enduring Understandings: Critical and Creative Thinking; Literacy</b></p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others;</li> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>All stories share similar features (E.g., characters, place and time);</li> <li>The events in a story lead to an ending.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying characters by name or by description that are necessary in order to retell a story;</li> <li>Discussing how the setting and era of a story is important in understanding the storyline;</li> <li>Explaining how knowledge of the storyline is required to predict an ending to a story.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussing characters and settings of stories;</li> <li>Participating in read-aloud activities;</li> <li>Viewing scenes, stories and plays;</li> <li>Predicting what is next in a story.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students read a story aloud, use a felt board timeline with the major events of the story but stop short of the ending and brainstorm what might happen next.</p> <p>Students read a story and draw a picture of the major characters in the story, concentrating on identifiable traits and names.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Author</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Kindergarten - 6CE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>6CE</b> Use basic, appropriate vocabulary while engaging in dramatic play and attending theatre production.	
	<p><b>Enduring Understandings: Critical and Creative Thinking; Literacy</b></p> <ul style="list-style-type: none"> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others;</li> <li>• As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	How do I talk about my experiences in drama in theatre terms?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• There is drama-specific language for most activities.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Recognizing that theatre uses specific language for engaging in dramatic play and attending theatrical events.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Repeating key words;</li> <li>• Role playing;</li> <li>• Large group discussion;</li> <li>• Illustrating.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	



Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Students tour a theatre and discuss the names of various components of the stage.</p> <p>Students pretend to be the director of a play and try to communicate their ideas to their actors.</p> <p>Students play “Simon Says” using simple stage directions.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Director</li> <li>• Screenwriter</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><u>BACK</u></b></p>

# Grade 1 – 1CE, 2CE, 3CE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<p><b>1CE</b> Retell the beginning, middle and ending of stories in proper sequence; <b>2CE</b> Identify the characters, time, place and major events in stories; <b>3CE</b> Use vivid language to describe the setting of real or imaginary locations.</p>	
	<p><b>Enduring Understandings: Personal Choice and Vision; Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>• Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts;</li> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them;</li> <li>• Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>	
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• All forms of literature share basic elements, including plot structure, character, and setting.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Identifying the beginning, middle and ending of a story in proper order;</li> <li>• Giving a brief identification of characters, including their names and a brief description of each;</li> <li>• Identifying and describing the time and place of a story;</li> <li>• Recalling the important events in a story.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Viewing a theatrical performance;</li> <li>• Listening to stories and plays;</li> <li>• Creating stories and plays;</li> <li>• Discussion;</li> <li>• Small group work.</li> <li>•</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> </ul>

	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students draw a comic strip of the key elements of a story.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Writer</li> <li>• Storyteller</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 1 <a href="#">English Language Arts</a></li> <li>• GRADE 1 <a href="#">Mathematics</a></li> <li>• GRADE 1 <a href="#">Science</a></li> <li>• GRADE 1 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 1 – 4CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>4CE</b> Use appropriate dramatic and theatrical vocabulary (e.g., character, time and place) to describe dramatic and theatrical experiences.</p> <p><b>Enduring Understandings: Personal Choice and Vision; Literacy</b></p> <ul style="list-style-type: none"> <li>Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts;</li> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>

**Essential Question**    How do I talk about my experiences in drama in theatre terms?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>There is discipline-specific language for most human activities.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussing appropriate grade-level theatre terminology.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Repeating key words;</li> <li>Role playing;</li> <li>Large group discussion;</li> <li>Illustrating.</li> <li></li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

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<b>Application</b>		
<b><u>Student Performance Tasks</u></b>	<b><u>Career Connections</u></b>	<b><u>Diverse Learners</u></b>
<p>Students look at script(s) and identify theatre terminology.</p> <p>Students label the parts in a script such as dialogue, stage directions, and character names.</p> <p>Students draw a stage and label its parts.</p>	<p><a href="#"><u>Pearltrees Careers Link</u></a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Screenwriter</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#"><u>English Language Arts</u></a></li><li>• GRADE 1 <a href="#"><u>Mathematics</u></a></li><li>• GRADE 1 <a href="#"><u>Science</u></a></li><li>• GRADE 1 <a href="#"><u>Social Studies</u></a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#"><u>ODE Diverse Learners</u></a></li><li>• <a href="#"><u>VSA Ohio</u></a></li><li>• <a href="#"><u>CAST</u></a></li></ul>

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# Grade 1 – 5CE, 6CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>5CE</b> Demonstrate audience behavior appropriate for the forms and styles of theatre (e.g., live theatre, film, video and broadcast media); <b>6CE</b> Identify how audience behavior differs among dramatic forms (e.g., live theatre, film, video and broadcast media).</p> <p><b>Enduring Understandings: Literacy</b></p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>

**Essential Question**     How can I participate in theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Most human activities involve expectations for participant's behavior.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussing appropriate audience behavior in a variety of settings including live theatre, film, video and broadcast media);</li> <li>Demonstrating appropriate audience behavior.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Classroom discussion;</li> <li>Role playing of appropriate and inappropriate audience behavior.</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students act out being an audience in a theatre, at a cinema and at home. They should portray the appropriate behavior for each situation as well as model what would be inappropriate behavior.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Director</li> <li>• Actor</li> <li>• Theater Critic</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 1 <a href="#">English Language Arts</a></li> <li>• GRADE 1 <a href="#">Mathematics</a></li> <li>• GRADE 1 <a href="#">Science</a></li> <li>• GRADE 1 <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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# Grade 2 – 1CE, 2CE, 3CE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>1CE</b> Describe the characters, setting, central ideas and plot in stories or dramatic and theatrical works; <b>2CE</b> Identify the theme of stories or dramatic and theatrical works; <b>3CE</b> Compare the same stories across cultures.</p>	
	<p><b>Enduring Understandings: Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.</li> </ul>	
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>All literature shares common elements such as character, setting, plot, theme and motif;</li> <li>Cultures share common stories and themes.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying and describing the basic literary elements of character, setting and central ideas in stories and plays;</li> <li>Identifying the theme in stories and plays;</li> <li>Identifying the similarities in stories from diverse cultures.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening to/watching/reading stories/scripts;</li> <li>Classroom discussion;</li> <li>Small group work.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



Application		
<p style="text-align: center;"><b><u>Student Performance Tasks</u></b></p> <p>Working in a small group, students complete a graphic organizer identifying the basic structural elements of a story/play, then share organizers with the rest of the class and discuss their ideas.</p> <p>Students compare details seen in two performances (e.g., <i>Little Red Riding Hood</i> and <i>Lon Po Po</i>).</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Director</li> <li>• Screenwriter</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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<b>Grade 2 – 4CE</b>		
<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<b>4CE</b> Identify the arts that are used to create theatrical performance.	
	<p><b>Enduring Understandings: Critical and Creative Thinking</b></p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	What do I need to know about to participate in theatre?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Theatre involves skills and ideas across many areas of study.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying how dance, music, visual art and the literary arts come together in a theatrical performance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Watching a dance performance;</li> <li>Viewing visual art;</li> <li>Reading literature;</li> <li>Watching a live/recorded theatrical performance;</li> <li>Teacher-led discussion;</li> <li>Small group discussion.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students watch a performance or video of a live performance and identify elements from all of the arts.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Director</li> <li>• Screenwriter</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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## Grade 2 – 5CE, 6CE, 7CE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Perceiving/Knowing/Creating (CE)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>5CE</b> Use appropriate dramatic and theatrical vocabulary (e.g., plot, setting) to describe dramatic and theatrical experiences; <b>6CE</b> Listen to and follow directions from instructor and peers in both classroom and theatrical settings; <b>7CE</b> Demonstrate appropriate audience behavior when engaging in dramatic experiences.</p> <p><b>Enduring Understandings: Authentic Application and Collaboration</b></p> <ul style="list-style-type: none"> <li>Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;</li> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>

**Essential Question**    How can I participate in theatre? How do theatre people communicate?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Using vocabulary specific to drama and theatre is needed for clear communication, as it is with many areas of study;</li> <li>Following directions involves active listening;</li> <li>Most human activities involve expectations for participants' behavior.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Using appropriate theatre vocabulary;</li> <li>Following directions both in classroom and theatrical settings;</li> <li>Demonstrating appropriate audience behavior.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Watching/viewing live/recorded; performances;</li> <li>Vocabulary study;</li> <li>Discussion;</li> <li>Role playing.</li> <li></li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students watch a live performance and discuss both the performance and the audience’s behavior using appropriate theatrical language.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Director</li> <li>• Screenwriter</li> <li>• Actor</li> </ul> <p style="text-align: center;"><u>Learning Standards Connections</u></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• ODE Diverse Learners</li> <li>• VSA Ohio</li> <li>• CAST</li> </ul>

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# Kindergarten – 1PR, 3PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>1PR:</b> Imitate movements, voices and feelings of people, animals and objects through dramatic play; <b>3PR:</b> Create an imaginary character using costumes and props.	
	<b>Enduring Understandings:</b> Critical and Creative Thinking <ul style="list-style-type: none"> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <b>Progress Points:</b> <ul style="list-style-type: none"> <li>• Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<b>Students will learn ...</b> <ul style="list-style-type: none"> <li>• To control their bodies and voices to intentionally copy movements, sounds and emotions of a variety of characters;</li> <li>• Characters can be represented through different styles and/or colors of fabrics;</li> <li>• Characters can be represented through use of items (props).</li> </ul>	<b>Students will demonstrate learning by ...</b> <ul style="list-style-type: none"> <li>• Using patterns of movement and sound in characterization that leads to accurate identification;</li> <li>• Altering physical appearance with costumes, props and body language to communicate information about a character.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <b>Students will know how well they are learning by ...</b> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<b>Students will be engaged and supported in learning by ...</b> <ul style="list-style-type: none"> <li>• Modeling;</li> <li>• Observing;</li> <li>• Inquiry.</li> <li>•</li> </ul> <b>Resources</b> <a href="#">LINK to Pearltrees</a> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>After a read-aloud of a story, act out the story concentrating on creating believable characters.</p> <p>Read aloud <i>The Very Hungry Caterpillar</i> and imitate how a caterpillar moves.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE <a href="#">English Language Arts</a></li> <li>• GRADE <a href="#">Mathematics</a></li> <li>• GRADE <a href="#">Science</a></li> <li>• GRADE <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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# Kindergarten – 2PR, 6PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>2PR</b> Perform group pantomimes and improvisations to retell stories; <b>6PR</b> Work cooperatively to dramatize a story.	
	<p><b>Enduring Understandings:</b> Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>• Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>• Interpret and transform new and traditional dramatic texts for informal and formal productions.</li> </ul>	
<b>Essential Question</b>	How can I and my peers work together to communicate a story or idea?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• There are a variety of ways to dramatize a story;</li> <li>• Successful groups share a common goal and work together to achieve it.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Constructively contributing to group work;</li> <li>• Creating dramatizations of stories.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Modeling;</li> <li>• Intentional grouping;</li> <li>• Cooperative learning (specific responsibilities for each group member);</li> <li>• Role-playing potential conflict situations and solutions.</li> <li>•</li> </ul> <p><b>Resources <a href="#">LINK to Pearltrees</a></b></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>



<b>Application</b>		
<b><u>Student Performance Task</u></b>	<b><u>Career Connections</u></b>	<b><u>Diverse Learners</u></b>
<p>After a read-aloud of a story, students work in small groups to act out the story.</p> <p>Student create paper bag puppets and use them to act out a nursery rhyme.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul>

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# Kindergarten – 4PR

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>4PR</b> Imagine and create a physical environment for stories (e.g., arrange classroom furniture, suggest lighting or sound effects to suggest mood, choose characters' clothing).</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Interpret and transform new and traditional dramatic texts for informal and formal productions.</li> </ul>
<b>Essential Question</b>	How can I and my peers work together to communicate a story or idea?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Stories take place in specific, sometimes imaginary, locations;</li> <li>• Places can be identified via sounds, lights, objects and structures;</li> <li>• The appearance of a character can suggest personality traits.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Recreating the physical setting of a play;</li> <li>• Recreating a character using classroom resources.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Collaborative small-group work;</li> <li>• Brainstorming;</li> <li>• Manipulation of classroom environment (desks, chairs, etc.);</li> <li>• Experimentation with costume pieces such as hats, scarves, etc.;</li> <li>• Discussion.</li> </ul> <p><b>R Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students create a costume for a character from a story with which the students are familiar.</p> <p>Students rearrange classroom furniture to represent a variety of settings.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

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# Kindergarten – 5PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>5PR</b> Engage in drama and theatre experiences to explore concepts from other academic areas.	
	<p><b>Enduring Understandings:</b> Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	How can I use what I learn about theatre in other areas?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>That the skills that are learned through drama/theatre can be applied to other areas of study and in life;</li> <li>Drama and theatre experiences can be used across the curriculum.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Applying the skills that are learned through drama/theatre to other areas of study and in life;</li> <li>Using drama and theatre experiences across the curriculum.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussing;</li> <li>Collaborating.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Careers</li> <li>Lesson Design and Content</li> <li>Digital Tools/Technology</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: DRAMA/THEATRE K-1-2

<b>Application</b>		
<b><u>Student Performance Task</u></b>	<b><u>Career Connections</u></b>	<b><u>Diverse Learners</u></b>
<p>Students choose a historical holiday and role-play events related to the holiday. Discuss how the theatre skills they used helped students learn about the historic event.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• KINDERGARTEN <a href="#">English Language Arts</a></li><li>• KINDERGARTEN <a href="#">Mathematics</a></li><li>• KINDERGARTEN <a href="#">Science</a></li><li>• KINDERGARTEN <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Kindergarten – 1RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>1RE</b> Share thoughts, emotions and ideas in response to dramatic or theatrical experiences.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Responses to dramatic or theatrical experiences are expressed through emotions, ideas and shared thoughts.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Presenting their ideas and retelling the sequence of story events as audience members might.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussion;</li> <li>Using performance timelines;</li> <li>Audience role playing.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>After a read-aloud, students create a timeline of the key events in a story.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Kindergarten – 2RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>2RE</b> Distinguish between the real and imagined worlds when experiencing stories, myths and fairytales.</p> <p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand the dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage with the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>
<b>Essential Question</b>	<p>What is theatre and how does theatre communicate a story/idea?</p> <p>What is unique/valuable about theatre?</p>

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>There are real worlds and imagined worlds in literature.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Distinguishing between real-world and imaginary-world elements in dramatic texts and theatrical productions.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Reenacting stories;</li> <li>Read-alouds;</li> <li>Group discussion.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students compare stories with which students are familiar such as <i>Cinderella</i> or <i>Star Trek</i> and discuss how the events in those stories differ from events in students' own lives.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Kindergarten – 3RE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Kindergarten	
<b>Content Statement</b>	<b>3RE</b> Describe a character’s feelings in stories and make comparisons to people and events in their own lives.	
	<p><b>Enduring Understandings:</b></p> <ul style="list-style-type: none"> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others;</li> <li>• As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Articulate the strengths and weaknesses of self and peers following performances.</li> </ul>	
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Characters in stories have feelings that may be like their own.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Identifying characters and their feelings;</li> <li>• Comparing the character’s experience to their own life.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Viewing performances and videos;</li> <li>• Read-alouds;</li> <li>• Discussion.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students discuss a situation in a story and compare what students might do with what the character(s) did.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

[\*\*BACK\*\*](#)

# Kindergarten – 4RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Kindergarten
<b>Content Statement</b>	<p><b>4RE</b> Describe what a playwright does.</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking; Literacy</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others;</li> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>
<b>Essential Question</b>	<p>What is theatre and what is unique/valuable about theatre?</p> <p>How can I participate in theatre?</p>

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>The playwright creates plays that have a beginning, middle and end, characters and setting, and a sequence of events.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Identifying how a playwright tells his stories.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Discussion;</li> <li>Examining examples of scripts (how is the visual layout different from a story);</li> <li>Listening to stories and plays.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p><b><u>Student Performance Task</u></b></p> <p>Students compare stories printed in a book with a printed script and list the differences.</p>	<p><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• KINDERGARTEN <a href="#">English Language Arts</a></li> <li>• KINDERGARTEN <a href="#">Mathematics</a></li> <li>• KINDERGARTEN <a href="#">Science</a></li> <li>• KINDERGARTEN <a href="#">Social Studies</a></li> </ul>	<p><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

**[BACK](#)**

# Grade 1 – 1PR, 2 PR, 4PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 1	
<b>Content Statement</b>	<p><b>1PR</b> Retell or dramatize stories, myths and fairy tales from various time periods and cultures; <b>2PR</b> Create, write and tell stories based on personal experience; <b>4PR</b> Dramatize and improvise familiar stories from classroom literature or life experiences with a plot and beginning, middle and end.</p>	
	<p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>• Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical art;</li> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others;</li> <li>• Students work individually and in groups to focus ideas and create and perform works that address genuine local and community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful;</li> <li>• Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts;</li> <li>• Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work;</li> <li>• Interpret and transform new and traditional dramatic texts for informal and formal production;</li> <li>• Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	What is theatre and how does theatre communicate a story or an idea? How can I participate in theatre?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Source material for art is derived from a variety of times, places, cultures and points of view;</li> <li>• Stories and plays tell a narrative;</li> <li>• Plays have a defined structure;</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Retelling or dramatizing narratives representative of a variety of genres, time periods and cultures;</li> <li>• Writing/telling personal stories based upon personal experience;</li> <li>• Improvising a scene that has a beginning, middle and end;</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening/viewing stories;</li> <li>• Discussion;</li> <li>• Group work;</li> <li>• Improving;</li> <li>• Scene work (acting out a story).</li> </ul>

# Model Curriculum: DRAMA/THEATRE K-1-2

<ul style="list-style-type: none"> <li>• Successful groups share a common goal and work together to achieve it.</li> </ul>	<ul style="list-style-type: none"> <li>• Dramatizing a story that exhibits basic plot structure;</li> <li>• Working together in a group to present a scene.</li> </ul> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students take a story from a different culture and/or time period and retell it in terms of modern location, culture, etc. Present the rewrite to the class.</p> <p>Based on a personal experience, students create and present a skit that has the same story points but is set in another time period or culture.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Essayist</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 1 <a href="#">English Language Arts</a></li> <li>• GRADE 1 <a href="#">Mathematics</a></li> <li>• GRADE 1 <a href="#">Science</a></li> <li>• GRADE 1 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 1 – 5PR

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>5PR</b> Arrange classroom objects to represent a suitable environment for dramatic and theatrical activities (e.g., arrange classroom furniture into a theatre space, use resources to add lighting or sound to create mood and choose characters' clothing).</p> <p><b>Enduring Understandings:</b> Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.</li> </ul>

**Essential Question** How can I participate in theatre? How can I and my peers work together to communicate a story or idea?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Visualizing and creating a performance environment involves thought and planning.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Manipulating their environment to create a performance space.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Spatial manipulation;</li> <li>Drawing floor plans.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Careers</li> <li>Lesson Design and Content</li> <li>Digital Tools/Technology</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Using classroom furniture and items, students create a stage in the classroom.</p> <p>Students use boxes to create a setting.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Scenic Designer</li> <li>• Lighting Designer</li> <li>• Costume Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 1 <a href="#">English Language Arts</a></li> <li>• GRADE 1 <a href="#">Mathematics</a></li> <li>• GRADE 1 <a href="#">Science</a></li> <li>• GRADE 1 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 1 – 3PR, 6 PR

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>3PR</b> Demonstrate various movements, voices and feelings by performing a variety of familiar roles; <b>6PR</b> Work cooperatively to present a tableau, improvisation or pantomime.</p> <p><b>Enduring Understandings:</b> Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>Students work individually and in groups to focus ideas and create and perform works that address genuine local and global community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.</li> </ul>
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Their bodies and voices can be controlled to intentionally communicate ideas;</li> <li>A variety of presentation techniques can be used to communicate an idea or emotion.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Performing various roles effectively in a tableau, improvisation and/or pantomime.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Creating a tableau from a story;</li> <li>Creating and performing a pantomime that communicates an idea or story;</li> <li>Participating in improvisation.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Careers</li> <li>Lesson Design and Content</li> <li>Digital Tools/Technology</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students recreate the same short story or idea through tableau, improvisation and/or pantomime.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Playwright</li> <li>• Essayist</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 1 <a href="#">English Language Arts</a></li> <li>• GRADE 1 <a href="#">Mathematics</a></li> <li>• GRADE 1 <a href="#">Science</a></li> <li>• GRADE 1 <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>
		<b><a href="#">BACK</a></b>

# Grade 1- 1RE, 2RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<b>1RE</b> Explain personal and collective emotional responses to dramatic and theatrical works or experiences; <b>2RE</b> Recognize that there are a variety of points of view and interpretations of stories.
	<p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>
<b>Essential Question</b>	What is theatre and what is unique/valuable about theatre?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Reflecting upon a performance can identify strengths and weaknesses in both individuals and groups;</li> <li>There can be many valid responses to artworks or art experiences;</li> <li>There can be many valid interpretations of stories.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Explaining their opinions about a performance or dramatic play experience;</li> <li>Identifying the point of view and interpretation used in a story;</li> <li>Discussing how the points of view and interpretations of stories can vary.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Watching live/recorded performances;</li> <li>Listening to or reading stories/scripts;</li> <li>Discussion;</li> <li>Small group work.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>In small groups, students develop a rubric for evaluating a performance based upon their personal likes and dislikes and share their rubrics with each other.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Reviewer</li> <li>• Arts Reporter</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 1 <a href="#">English Language Arts</a></li> <li>• GRADE 1 <a href="#">Mathematics</a></li> <li>• GRADE 1 <a href="#">Science</a></li> <li>• GRADE 1 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 1- 3RE, 4RE, 5RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>3RE</b> Compare and contrast the elements (e.g., plot, character, setting) of various stories and dramatic texts; <b>4RE</b> Describe the consequences of a character’s decisions and actions in a story or play; <b>5RE</b> Describe characters in stories and tell how they are similar to or different from themselves.</p> <p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> <li>Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>
<b>Essential Question</b>	What is theatre and how does theatre communicate a story/idea?

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Various forms of literature share similar elements;</li> <li>Characters in literature make decisions which affect the progress of the story;</li> <li>Characters in literature sometimes are similar to readers/viewers.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Comparing and contrasting the basic elements such as plot, character, and setting in various stories and plays;</li> <li>Identifying the motivations and actions of a character and describing the consequences of his/her decisions;</li> <li>Explaining how a character is similar to or different from themselves.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening to/viewing stories/plays;</li> <li>T-charting;</li> <li>Creating plot curves;</li> <li>Class discussion.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <p>Lesson Design and Content</p> <ul style="list-style-type: none"> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

# Model Curriculum: DRAMA/THEATRE K-1-2

<b>Application</b>		
<b><u>Student Performance Task</u></b>	<b><u>Career Connections</u></b>	<b><u>Diverse Learners</u></b>
<p>Using a graphic organizer, students identify the plot, characters and settings in a story.</p> <p>While depicting a character's personality, students explain how the depiction reflects the concerns and decisions of the character.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"><li>• Playwright</li><li>• Screenwriter</li></ul> <p><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"><li>• GRADE 1 <a href="#">English Language Arts</a></li><li>• GRADE 1 <a href="#">Mathematics</a></li><li>• GRADE 1 <a href="#">Science</a></li><li>• GRADE 1 <a href="#">Social Studies</a></li></ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"><li>• <a href="#">ODE Diverse Learners</a></li><li>• <a href="#">VSA Ohio</a></li><li>• <a href="#">CAST</a></li></ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 1- 6RE, 7RE

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Responding/Reflecting (RE)
<b>Grade Level</b>	Grade 1
<b>Content Statement</b>	<p><b>6RE</b> Use feedback to improve their dramatic works; <b>7RE</b> Demonstrate confidence and self-direction when engaging in dramatic play.</p> <p><b>Enduring Understandings:</b> Literacy</p> <ul style="list-style-type: none"> <li>As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Demonstrate self-directions, persistence and focus when working independently in dramatic and theatrical contexts.</li> <li>Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.</li> </ul>
<b>Essential Question</b>	<p>How can I and my peers work together to communicate a story or idea?</p> <p>How can I improve my own work?</p>

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Improvement in any activity starts with self-reflection and evaluation;</li> <li>Self-confidence and self-direction are essential to success in any activity.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Listening to feedback after performing a dramatic work;</li> <li>Applying feedback to improve performance of a dramatic work;</li> <li>Displaying confidence and self-direction.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Classroom performance;</li> <li>Classroom discussion;</li> <li>Peer evaluation.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Lesson Design and Content</li> <li>Digital Tools</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Careers</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	



Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students compare their reactions to a performance or dramatic experience to those of others.</p> <p>Students conduct a peer critique.</p> <p>Students self-evaluate their own work.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Reviewer</li> <li>• Actor</li> <li>• Playwright</li> <li>• Director</li> <li>• Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 1 <a href="#">English Language Arts</a></li> <li>• GRADE 1 <a href="#">Mathematics</a></li> <li>• GRADE 1 <a href="#">Science</a></li> <li>• GRADE 1 <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 2 – 1PR, 3PR, 4PR, 5PR

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Producing/Performing (PR)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>1PR</b> Create movements and voices of characters to communicate feelings and ideas in dramatic or theatrical contexts (e.g., skits, puppetry, pantomime, improvisation and storytelling); <b>3PR</b> Listen to and convey familiar stories, sequencing events and identify characters, settings, and conflict; <b>4PR</b> Engage in physical warm-ups to develop relaxation and build coordination and flexibility; <b>5PR</b> Describe and model effective social and group skills when participating in dramatic play with partners.</p>	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking; Authentic Application and Collaboration</p> <ul style="list-style-type: none"> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> <li>• Students work individually and in groups to focus ideas and create and perform works that address genuine local and community needs.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.</li> <li>• Participate collaboratively and respectfully in diverse ensembles to explore a variety of ideas and approaches that advance the quality of their work.</li> </ul>	
<b>Essential Question</b>	How can I and my peers work together to communicate a story or idea?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Deliberate choices in movement and vocalization are ways to communicate feeling and ideas of characters.</li> <li>• The source material for art is derived from a variety of times, places, cultures and points of view;</li> <li>• Plays have a defined structure;</li> <li>• Successful groups share a common goal and work together to achieve it.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Retelling or dramatizing narratives representative of different genres, time periods and cultures;</li> <li>• Writing and performing personal stories based upon personal experience;</li> <li>• Improvising a scene that relates a personal story;</li> <li>• Dramatizing a story that exhibits proper plot format;</li> <li>• Working together in a group to present a scene.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Listening to/viewing/reading stories/performances;</li> <li>• Scene writing;</li> <li>• Improvisation;</li> <li>• Dramatization;</li> <li>• Group work;</li> <li>• Scene work;</li> <li>• Class discussion.</li> </ul>

# Model Curriculum: DRAMA/THEATRE K-1-2

	<p style="text-align: center;"><b>Assessment</b></p> <p>Students will know how well they are learning by ...</p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p>Resources <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Careers</li> <li>• Lesson Design and Content</li> <li>• Digital Tools/Technology</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students share personal stories in a small group, select one of the stories and work collaboratively to dramatize it for the class.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Director</li> <li>• Actor</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

# Grade 2 – 2PR

<b>Discipline</b>	Drama/Theatre
<b>Strand/Process</b>	Producing/Performing (PR)
<b>Grade Level</b>	Grade 2
<b>Content Statement</b>	<p><b>PR2</b> Explore and demonstrate various design components of a scene (e.g., draw a picture from the stories, create live sound effects and identify clothing items appropriate to the character).</p> <p><b>Enduring Understandings:</b> Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.</li> </ul>
<b>Essential Question</b>	<p>How does theatre communicate a story/idea?</p> <p>How can I and my peers work together to communicate a story or idea?</p>

Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>Presentation of stories can be made more effective through the addition of visual and aural elements.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>Communicating methods to enhance the presentation of a story’s environment through the addition of sound, costumes, lighting, physical environment, etc.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>Project-based dioramas and drawings;</li> <li>Collaborative group work;</li> <li>Class room discussion;</li> <li>Showing and telling with scenic; drawings, photos, floor plans, etc.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>Careers</li> <li>Lesson Design and Content</li> <li>Digital Tools/Technology</li> <li>Research and Advocacy</li> <li>Professional Organizations</li> <li>Cross-Disciplinary Fine Arts</li> </ul>
	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li><a href="#">Standards-Based Rubric Template</a></li> <li><a href="#">Arts Assessment Menu</a></li> </ul>	

Application		
<u>Student Performance Task</u>	<u>Career Connections</u>	<u>Diverse Learners</u>
<p>Students design technical elements for a story/play such as costumes, scenery, sound, lighting, properties, etc.</p>	<p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Scenic Designer</li> <li>• Sound Designer</li> <li>• Costumer Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul>

[\*\*BACK\*\*](#)

# Grade 2 – 1RE, 3RE, 5RE

<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>1RE</b> Identify factors that influence personal opinions about a dramatic or theatrical work or experience; <b>3RE</b> Recognize and demonstrate acceptable audience behavior when participating in a drama experience; <b>5RE</b> View a performance and distinguish among the roles of playwright, actor, director and designer and their artistic choices.</p>	
	<p><b>Enduring Understandings:</b> Critical and Creative Thinking; Literacy</p> <ul style="list-style-type: none"> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> <li>• As consumers, critics and creators, students evaluate and understand dramatic and theatrical works and other texts produced in the media forms of the day.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical contexts.</li> <li>• Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> <li>• Use drama and theatre to inspire the larger community to value lifelong involvement in the arts.</li> </ul>	
<b>Essential Question</b>	What is theatre and what is unique/valuable about theatre?	
<b>Content Elaborations</b>	<b>Expectations for Learning</b>	<b>Instructional Strategies and Resources</b>
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Personal values and experience affect people’s opinions about events;</li> <li>• The type of an event proscribes appropriate audience participation;</li> <li>• Any human endeavor requires individuals to assume a variety of roles/duties.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Identifying personal criteria for judging dramatic/theatrical activities;</li> <li>• Stating and justifying a personal reaction to a dramatic/theatrical activity;</li> <li>• Demonstrating appropriate audience behavior in dramatic/theatrical activities;</li> <li>• Categorizing the work of the playwright, actor, director and designers in a performance;</li> <li>• Discussing the artistic choices made in a production/performance.</li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Watching/viewing live/recorded performances;</li> <li>• Role playing;</li> <li>• Classroom discussion;</li> <li>• Rubric building.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p> <ul style="list-style-type: none"> <li>• Lesson Design and Content</li> </ul>

# Model Curriculum: DRAMA/THEATRE K-1-2

	<p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<ul style="list-style-type: none"> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students break into small groups and discuss what it is they like to experience when viewing a performance, then each student creates his own personal criteria rubric and applies it to a performance.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Director</li> <li>• Reviewer</li> <li>• Actor</li> <li>• Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>

<b>Grade 2 – 2RE</b>		
<b>Discipline</b>	Drama/Theatre	
<b>Strand/Process</b>	Responding/Reflecting (RE)	
<b>Grade Level</b>	Grade 2	
<b>Content Statement</b>	<p><b>RE2:</b> Explain choices made in creating settings for classroom performances (e.g., lighting, sound, clothing and mood).</p> <p><b>Enduring Understandings:</b> Personal Choice and Vision; Critical and Creative Thinking</p> <ul style="list-style-type: none"> <li>• Students construct and solve problems of personal relevance and interest when expressing themselves in the dramatic and theatrical arts.</li> <li>• Students combine and apply artistic and reasoning skills to imagine, create, realize and refine dramatic and theatrical works in conventional and innovative ways and to understand the works produced and performed by others.</li> </ul> <p><b>Progress Points:</b></p> <ul style="list-style-type: none"> <li>• Use a variety of sources and multimedia to research, create, perform and refine dramatic and theatrical works that are personally meaningful.</li> <li>• Demonstrate self-direction, persistence and focus when working independently in dramatic and theatrical context.</li> <li>• Engage in the dramatic and theatrical arts to help them connect to other disciplines, people and events in the world around them.</li> </ul>	
<b>Essential Question</b>	What is theatre and why do you think theatre is important?	
Content Elaborations	Expectations for Learning	Instructional Strategies and Resources
<p><b>Students will learn ...</b></p> <ul style="list-style-type: none"> <li>• Ideas and themes can be communicated in ways other than with words.</li> </ul>	<p><b>Students will demonstrate learning by ...</b></p> <ul style="list-style-type: none"> <li>• Creating an environment for a story or play;</li> <li>• Justifying artistic choices.</li> </ul> <hr/> <p style="text-align: center;"><b>Assessment</b></p> <p><b>Students will know how well they are learning by ...</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standards-Based Rubric Template</a></li> <li>• <a href="#">Arts Assessment Menu</a></li> </ul>	<p><b>Students will be engaged and supported in learning by ...</b></p> <ul style="list-style-type: none"> <li>• Inquiry-based study of stage models, scenic renderings, photographs of theatrical productions, costume drawings, etc.;</li> <li>• Watching/viewing live/recorded performances;</li> <li>• Discussion;</li> <li>• Studying models, renderings, floor plans, photographs, drawings, recordings.</li> </ul> <p><b>Resources</b> <a href="#">LINK to Pearltrees</a></p>



		<ul style="list-style-type: none"> <li>• Lesson Design and Content</li> <li>• Digital Tools</li> <li>• Research and Advocacy</li> <li>• Professional Organizations</li> <li>• Careers</li> <li>• Cross-Disciplinary Fine Arts</li> </ul>
<b>Application</b>		
<p style="text-align: center;"><b><u>Student Performance Task</u></b></p> <p>Students create a shoebox set for a story.</p> <p>Students arrange classroom furniture to be representative of the setting for a performance.</p> <p>Students create sound effects for a classroom performance using everyday objects.</p>	<p style="text-align: center;"><b><u>Career Connections</u></b></p> <p><a href="#">Pearltrees Careers Link</a></p> <ul style="list-style-type: none"> <li>• Lighting Designer</li> <li>• Sound Designer</li> <li>• Scenic Designer</li> <li>• Costume Designer</li> </ul> <p style="text-align: center;"><b><u>Learning Standards Connections</u></b></p> <ul style="list-style-type: none"> <li>• GRADE 2 <a href="#">English Language Arts</a></li> <li>• GRADE 2 <a href="#">Mathematics</a></li> <li>• GRADE 2 <a href="#">Science</a></li> <li>• GRADE 2 <a href="#">Social Studies</a></li> </ul>	<p style="text-align: center;"><b><u>Diverse Learners</u></b></p> <p>Strategies for meeting the needs of learners with special needs and talents in the arts can be found below.</p> <ul style="list-style-type: none"> <li>• <a href="#">ODE Diverse Learners</a></li> <li>• <a href="#">VSA Ohio</a></li> <li>• <a href="#">CAST</a></li> </ul> <p style="text-align: right;"><b><a href="#">BACK</a></b></p>