

Grade 1 - Creative Drama

Curriculum Sequence

1st Semester	August/September (6 weeks)	October (5 weeks)
Unit Of Study	Foundational Skills: Imagination, Listening, Concentration, Personal Space	Imagining & Creating with the 5 Senses
Objectives/ Essential Standards	<p>Cr1c. Imagine ways in which voice/sound and gesture/ movement may be used to create or retell a story in guided drama experiences.</p> <p><i>Cr3a - Develop concentration while participating in a guided drama experience</i></p> <p>Cr3c - Collaboratively transform the space into an imagined world</p> <p><i>Pr6a - Use movement and gestures to communicate in an informal drama.</i></p> <p><i>Re9a - Identify favorite and least favorite parts of a drama experience</i></p> <ul style="list-style-type: none"> • Demonstrate concentration during drama activities • Find and maintain personal space • Follow simple directions and story cues • Use the body to communicate (ideas & characters) • Identify favorite parts of a drama experience 	<p>Cr1c. Imagine ways in which voice/sound and gesture/ movement may be used to create or retell a story in guided drama experiences.</p> <p><i>Cr3a - Develop concentration while participating in a guided drama experience</i></p> <p>Pr4a - Suggest original story elements in a guided drama experience</p> <p><i>Pr4b. Investigate ways in which movement (body) and voice are incorporated into a guided drama experience.</i></p> <p><i>Re9a - Identify favorite and least favorite parts of a drama experience</i></p> <ul style="list-style-type: none"> • Explain why concentration is important during drama activities • Maintain personal space during movement activities • Follow simple directions and story cues • Use the body to communicate sensory experiences • Demonstrate locomotor & non-locomotor movement • Create vocal and non-vocal sounds for a drama • Identify favorite parts of a drama experience
Assessments	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation & feedback using performance criteria • Opening & closing discussion • Journal responses 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation & feedback using performance criteria • Self-assessment using rating scale • Opening & closing discussion • Journal responses <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • Performance task (Sound & Movement Story) with rating scale

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Curriculum Map

	November/December (6 weeks)	January (5 weeks)
Unit Of Study	Creating Characters	Problem Solving with a Partner
Objectives/ Essential Standards	<p><i>Cr1c - Demonstrate ways in which voice/sound and gesture/movement may be used to create a character in a drama/theater work.</i></p> <p><i>Cr3a - Develop concentration while participating in a guided drama experience</i></p> <p><i>Pr4b - Investigate how movement and voice are incorporated into a guided drama experience</i></p> <p>Re7a - Recall choices made in a guided drama experience</p> <ul style="list-style-type: none"> • Demonstrate concentration with a partner • Find and maintain partner space • Use body (shape & movement) and voice to communicate character actions • Identify character actions 	<p><i>Cr2-1. With prompting and support, participate in group decision making in a guided drama experience (Nat'l).</i></p> <p><i>Cr3a - Develop concentration while participating in a guided drama experience</i></p> <p><i>Pr10a Identify character emotions in a guided drama experience</i></p> <p><i>Re9c Demonstrate appropriate audience behavior during a drama/theater performance</i></p> <p>Re7a - Recall choices made in a guided drama experience</p> <ul style="list-style-type: none"> • Demonstrate concentration with a partner • Find and maintain partner space • Use basic negotiation strategies to make peaceful decisions with a partner • Demonstrate listening and cooperation during partner planning • Demonstrate appropriate audience behavior when sharing work
Assessments	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation & feedback using performance criteria • Peer observation & feedback • Opening & closing discussion 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation & feedback using performance criteria • Self-assessment on partner skills • Student contributions to group class planning • Opening & closing discussion • Positive peer feedback <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • Performance task (The Apple) with rating scale • Journal response with partner work prompt

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Curriculum Map

2nd Semester	February/March (4 weeks)	March/April (4 weeks)
Unit Of Study	Exploring Character Traits & Emotions	Exploring Scenery & Props
Objectives/ Essential Standards	<p><i>Cr1c - Demonstrate ways in which voice/sound and gesture/movement may be used to create a character in a drama/theater work.</i></p> <p>Cr3c. Collaboratively transform the performance space into an imagined world for a guided drama experience</p> <p><i>Pr4b - Investigate how movement and voice are incorporated into a guided drama experience</i></p> <p><i>Pr10a Identify character emotions in a guided drama experience</i></p> <p>Re7a - Recall choices made in a guided drama experience</p> <ul style="list-style-type: none"> • Use body and voice to communicate character (traits & emotions) • Identify character emotions in a drama • Contribute ideas for transforming the space or adding details to a class drama 	<p><i>Pr5b - Explore technical elements in a guided drama experience.</i></p> <p><i>Cr2-1. With prompting and support, participate in group decision making in a guided drama experience (Nat'l).</i></p> <ul style="list-style-type: none"> • Identify technical elements (props, scenery, costumes) that can be used in drama • Use props and/or scenery to enhance a dramatic story • Contribute ideas to large group planning
Assessments	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation & feedback using performance criteria • Peer observation & feedback • Opening & closing discussion • Journal responses on character 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation & feedback using performance criteria • Student contribution to class planning process • Peer observation & feedback • Opening & closing discussion <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • TBD

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Curriculum Map

	April/May (7 weeks)	June (2 weeks)
Unit Of Study	Puppet Stories	Reviewing & Reflecting on the Year
Objectives/ Essential Standards	<p><i>Cr1c - Demonstrate ways in which <u>voice/sound</u> and <u>gesture/movement</u> may be used to create a character in a drama/theater work.</i></p> <p><i>Cr2-1. With prompting and support, participate in group decision making in a guided drama experience (Nat'l).</i></p> <p><i>Pr4a. Suggest original story elements in a guided drama experience.</i></p> <p><i>Pr5b - Explore technical elements in a guided drama experience.</i></p> <p><i>Re9c Demonstrate appropriate audience behavior during a drama/theater performance</i></p> <p>Cn11a Apply skills and knowledge from different art forms and content areas (science) in a guided drama experience</p> <ul style="list-style-type: none"> • Demonstrate listening, concentration, and cooperation when planning with a partner • Contribute original story elements to a drama experience • Use voice and sound effects to enhance a drama • Create scenery and/or props for a drama • Demonstrate appropriate audience behaviors 	<p><i>Re9a - Identify favorite and least favorite parts of a drama experience</i></p> <p><i>Re7a - Recall choices made in a guided drama experience</i></p> <ul style="list-style-type: none"> • Identify favorite experiences in drama with reasons why
Assessments	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Teacher observation of partner work • Graphic organizer for puppet story • Small group teacher feedback during practicing process using performance criteria • Self assessment using performance criteria <p><u>Summative Assessment:</u></p> <ul style="list-style-type: none"> • Final puppet show • Assessment of audience behaviors using performance criteria • Peer feedback 	<p><u>Formative Assessments:</u></p> <ul style="list-style-type: none"> • Observation of EOY games/warm-ups • EOY journal reflection

