

Grades K-2

Drama/Theatre CPS Curriculum Overview

The K–2 drama/theatre curriculum capitalizes on young students’ natural exuberance and enthusiasm for physical movement, make believe, and games. At this level, students begin to understand and experiment with the elements that make “theatre” happen. They are introduced to the concept that theatre is an art form concerned with the representation of people in time and space, their actions, and the consequences of their actions. Emergent language skills, both oral and written, are reinforced through drama activities. Producing sound and developing good speech habits are also emphasized. Using pantomime, movement, and improvised dialogue as the primary vehicles for creative expression, students explore the basic structure of dramatic art—issues, events, and relationships. Through this creative medium, students learn about human behavior, themselves, and their world. They begin to use the vocabulary of theatre to reflect upon and talk about their observations, experiences, feelings, and personal preferences. As students take on roles, they become acquainted with different perspectives and points of view. They learn that drama is primarily a group activity, one that plays an important part in many diverse societies and cultures. Students learn and demonstrate appropriate audience behavior.



CPS Drama/Theatre Learning Expectations for Kindergarten

CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students will apply processes and skills in acting, directing, designing, and playmaking to create and perform monologues, scenes, and plays in staged productions and informal classroom presentations.

Students will be able to:

1. Listen and respond to stories, their characters, and actions.
2. Vary the pitch and volume of their voices (e.g., high as a squeaky mouse, low as rolling thunder, soft as a purring kitten, loud as a roaring lion).
3. Use their bodies to move expressively (e.g., like a roaring fire, frying bacon, ocean waves, a sneaky spy, a soaring bird).
4. Work together in groups.
5. Accept the “rules” of the exercise.
6. Demonstrate the use of imaginary objects in pantomime (brushing teeth, jumping rope, painting a picture).
7. Recall and repeat rhythm games, finger plays, rhymes, and short poems.
8. Pretend to be real and imaginary characters.
9. Create and use simple puppets and masks to express a character or tell a simple story.

UNDERSTANDING ELEMENTS OF THEATRE AND DRAMA

Processing, Analyzing, and Responding to Sensory Information through the Language of Theatre

Students will learn and use language and skills unique to theatre. They will be able to identify various genres and styles of theatre and apply the elements of drama in the creation of original and scripted pieces.

Students will be able to:

1. Use the vocabulary of theatre such as character, actor, cooperation, stage, setting, audience, imagination, pantomime, warm-up.
2. Identify the difference between real people and imaginary characters.
3. Use role playing to explore age-appropriate issues (e.g., honesty, kindness, fairness, etc.)
4. Use costumes and props to express characters in stories.
5. Describe the role of the audience.

Grade K continued

REFLECTION AND CRITICAL RESPONSE

Students will reflect upon, describe and analyze their own theatrical work and the work of others, using standard theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Students will be able to:

1. Describe details of what they see and hear in their environment.
2. Convey personal reactions to theatrical performances.
3. Recognize and practice appropriate audience behavior.

HISTORICAL AND CULTURAL CONTEXTS OF THEATRE

Students will analyze the role and development of theatre, film/video, and electronic media in past and present cultures and societies throughout the world.

Students will be able to:

1. Listen to, retell, and dramatize stories from various cultures and times using fairy tales, nursery rhymes, folklore, fables, and myths.
2. Identify different types of theatrical experiences such as live theatre, television, puppetry, film/video.

CONNECTIONS

Connecting and applying what is learned in theatre to other art forms, other subject areas, and career/life skills.

Students apply what they learn in theatre across subject areas. They will demonstrate competencies and creative skills in problem solving, communication, and collaborative work.

Students will be able to:

1. Dramatize information from other subject areas. Use voice, movement, and mime to reinforce vocabulary (e.g., high, low, thick, thin, inside, outside, etc.) or to recreate an environment (e.g., rain forest, circus, zoo, under the ocean, etc.).
2. Demonstrate the ability to cooperate with others on artistic tasks such as acting out a song or imitating characters from a story.
3. Identify and role play a variety of occupational, social, and cultural roles.

1

CPS Drama/Theatre Learning Expectations for Grade 1

CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students will apply processes and skills in acting, directing, designing, and playmaking to create and perform monologues, scenes, and plays in staged productions and informal classroom presentations.

Students will be able to:

1. Listen to and act out stories, songs, nursery rhythms, and poems.
2. Apply vocal qualities such as volume, pitch, tempo, tone, etc. in a variety of speaking situations.
3. Demonstrate concentration and focus in drama activities.
4. Demonstrate responsible and supportive behavior in dramatic play.
5. Retell a story recalling specific plot, setting, characters, and sequence of events.
6. Apply problem-solving strategies in drama activities and playmaking.
7. Use voice and movement to express mood, feelings, and emotions.
8. Use pantomime, tableau, and improvisation during drama activities.
9. Listen and respond to directions and side-coaching in drama activities.
10. Cooperate with others to improvise simple situations and familiar story lines.

UNDERSTANDING ELEMENTS OF THEATRE AND DRAMA

Processing, Analyzing, and Responding to Sensory Information through the Language of Theatre

Students will learn and use language and skills unique to theatre. They will be able to identify various genres and styles of theatre and apply the elements of drama in the creation of original and scripted pieces.

Students will be able to:

1. Use the vocabulary of theatre such as dialogue, tableau, hero, villain, entrance, exit, offstage, onstage.
2. Identify characters, character types, personality traits, and point of view.
3. Use starting and ending points in the creation of simple stories and plays.
4. Identify theatrical conventions such as props, costumes, masks.
5. Identify genres such as fairy tales, tall tales, folktales.

Grade 1 continued

REFLECTION AND CRITICAL RESPONSE

Students will reflect upon, describe and analyze their own theatrical work and the work of others, using standard theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Students will be able to:

1. Identify and discuss emotional reactions to a theatrical experience.
2. Identify and interpret meanings of gestures, body postures, and facial expressions.
3. Identify themes and subject matter used in works of drama.
4. Describe what was liked about a particular theatrical presentation or performance.
5. Compare and contrast situations and characters from real life with those created for a dramatic performance.

HISTORICAL AND CULTURAL CONTEXTS OF THEATRE

Students will analyze the role and development of theatre, film/video, and electronic media in past and present cultures and societies throughout the world.

Students will be able to:

1. Identify the cultural and geographic origins of stories.
2. Describe the roles and responsibilities of audience and actor.
3. Participate in theatrical activities from many cultures.

CONNECTIONS

Connecting and applying what is learned in theatre to other art forms, other subject areas, and career/life skills.

Students apply what they learn in theatre across subject areas. They will demonstrate competencies and creative skills in problem solving, communication, and collaborative work.

Students will be able to:

1. Apply the theatrical concept of beginning, middle, and end to other subject areas (e.g., act out the life cycle of a flowering plant).
2. Demonstrate the ability to cooperate with others while using voice, movement, drama, mime, music, or visual art to explore content in other subject areas.

2

CPS Drama/Theatre Learning Expectations for Grade 2

CREATIVE EXPRESSION

Creating, Performing, and Participating in Theatre

Students will apply processes and skills in acting, directing, designing, and playmaking to create and perform monologues, scenes, and plays in staged productions and informal classroom presentations.

Students will be able to:

1. Read, listen to, and retell/recreate stories.
2. Demonstrate correct vocal production of consonants and vowels using clear diction.
3. Use variations of movement, gesture, and vocal pitch, tempo, and tone for different characters.
4. Employ observation skills in portraying physical and emotional attributes of characters.
5. Define the setting of a scene through action.
6. Speak convincingly in role.
7. Take direction and give helpful suggestions.
8. Use and understand the physical performance space.
9. Plan, visualize, and draw scenery for dramatic presentations.
10. Incorporate observations of life and personal experience in dramatic activities and playmaking.

UNDERSTANDING ELEMENTS OF THEATRE AND DRAMA

Processing, Analyzing, and Responding to Sensory Information through the Language of Theatre

Students will learn and use language and skills unique to theatre. They will be able to identify various genres and styles of theatre and apply the elements of drama in the creation of original and scripted pieces.

Students will be able to:

Use the vocabulary of theater such as playwright, director, scene, improvisation, script, conflict, plot, diction.

Use the concept of beginning, middle, and end in storytelling and dramatizations.

Demonstrate stage directions.

Explain how time, space, rhythm, tone of voice, gesture, and body movements are used in theatre.

Understand and practice the difference between narration and dialogue.

Identify and use the 5 W's (who, what, when, where, why) when observing and doing drama.

Identify genres such as mystery, comedy, tragedy, historical drama.

Grade 2 continued

REFLECTION AND CRITICAL RESPONSE

Students will reflect upon, describe and analyze their own theatrical work and the work of others, using standard theatre vocabulary. When appropriate, students will connect their analysis to interpretation and evaluation.

Students will be able to:

1. Articulate reasons for particular emotional responses to classroom dramatizations and dramatic performances.
2. Discuss what they like about a dramatic performance they have seen.
3. Discuss an actor's performance in terms of voice, gesture, facial expression, and movement.
4. Give reasons for characters' choices.
5. Identify the message or moral of a work of theatre.
6. Identify specific aspects of their own work, and that of others, that are effective (e.g., movement, voice, gestures, facial expressions).

HISTORICAL AND CULTURAL CONTEXTS OF THEATRE

Students will analyze the role and development of theatre, film/video, and electronic media in past and present cultures and societies throughout the world.

Students will be able to:

1. Identify theatre and storytelling forms from different cultures.
2. Find and communicate information to peers about people, events, time, and place in classroom dramatizations.
3. Identify how theatrical conventions such as props, costumes, and masks reflect the culture and/or time period of a particular story.

CONNECTIONS

Connecting and applying what is learned in theatre to other art forms, other subject areas, and career/life skills.

Students apply what they learn in theatre across subject areas. They will demonstrate competencies and creative skills in problem solving, communication, and collaborative work.

Students will be able to:

1. Use problem-solving and cooperative skills to dramatize a current event or a concept from another subject area.
2. Demonstrate the ability to work collaboratively in helping to create a theatrical production or presentation.