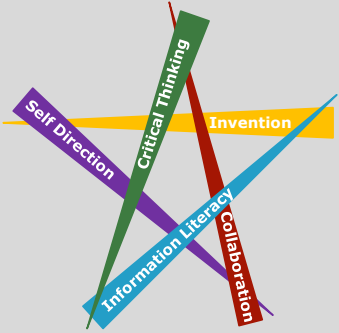


**Curriculum Development Course at a Glance
Planning for Kindergarten Drama and Theatre Arts**

Content Area	Drama and Theatre Arts	Grade Level	Kindergarten
Course Name/Course Code			
Standard	Grade Level Expectations (GLE)	GLE Code	
1. Create	1. Demonstrate characters through dramatic play	DTA09-GR.k-S.1-GLE.1	
2. Perform	1. Express a feeling or emotion through dramatic play or creative drama	DTA09-GR.k-S.2-GLE.1	
	2. Dramatize ideas and events through dramatic play	DTA09-GR.k-S.2-GLE.2	
3. Critically Respond	1. Identify elements of theatre in everyday life	DTA09-GR.k-S.3-GLE.1	

Colorado 21st Century Skills



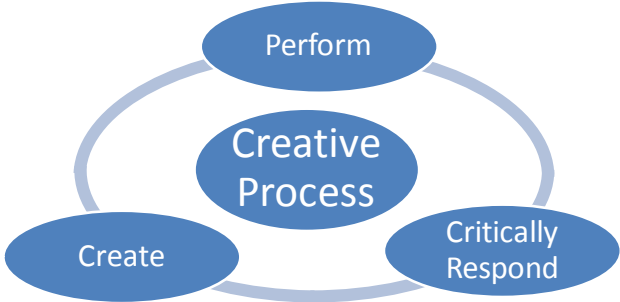
Critical Thinking and Reasoning: *Thinking Deeply, Thinking Differently*

Information Literacy: *Untangling the Web*

Collaboration: *Working Together, Learning Together*

Self-Direction: *Own Your Learning*

Invention: *Creating Solutions*



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

Unit Titles	Length of Unit/Contact Hours	Unit Number/Sequence
People You See - Creating character	7 lessons/7 hours	Instructor choice
Places You Go - Creating an authentic setting	7 lessons/7 hours	Instructor choice

Curriculum Development Overview
Unit Planning for Kindergarten Drama and Theatre Arts

Unit Title	The People You See - Creating character		Length of Unit	7 hours
Focusing Lens(es)	Perspective and Observation	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.k-S.1-GLE.1 DTA09-GR.k-S.2-GLE.1, DTA09-GR.k-S.2-GLE.2 DTA09-GR.k-S.3-GLE.1	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • Why do people move differently? (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.1,2) and (DTA09-GR.k-S.3-GLE.1) • How do characters use facial expressions and move their bodies to express an emotion? • How can sound express a feeling or emotion? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Observations, Expressions, Emotions, Variation, Cultures, Traditions, Place, Character, Movement, Variation, Illustration, Roles			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Facial expressions and body movement often illustrate personal emotions. (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.1,2)	What facial expressions indicate different emotions, such as sad, happy, mad? What body movements indicate different emotions, such as sad, happy, mad?	How do people express emotions with their face or bodies? How does speed of an action affect the emotion?
A character's vocal variation reveals emotions. (DTA09-GR.k-S.2-GLE.1,2)	What types of vocal intonations can a character use to display emotions?	How can speed, pitch, and/or volume affect the emotion of a character through voice?
Observations of roles in life help build an understanding of cultures and traditions. (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) and (DTA09-GR.k-S.3-GLE.1)	What places can people visit to see a variety of characters and cultures?	When viewing another culture, how is body language the same or different? When viewing another culture, how are facial expressions the same or different? When listening to another culture, how are vocal variations the same or different? How does physical movement demonstrate family roles? How do clothes/costumes help show culture?

Curriculum Development Overview
Unit Planning for Kindergarten Drama and Theatre Arts

Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • Different facial expressions that communicate emotions (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Different body movements that communicate emotions (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Different vocal sounds that communicate emotions (DTA09-GR.k-S.2-GLE.1) • Different attributes and mannerisms that assist in identifying character roles (DTA09-GR.k-S.3-GLE.1) 	<ul style="list-style-type: none"> • Demonstrate a variety of emotions through facial expressions (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Demonstrate a variety of emotions through body movements (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Demonstrate a variety of emotions through vocal inflections (DTA09-GR.k-S.2-GLE.1) • Identify different characters from everyday life (DTA09-GR.k-S.3-GLE.1) • Identify character costumes from everyday life (DTA09-GR.k-S.3-GLE.1) • Use body and voice to demonstrate knowledge of holidays and other cultural events (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Follow a simple set of steps in a dramatic task (DTA09-GR.k-S.2-GLE.1)

<p>Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline. EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: <i>“Mark Twain exposes the hypocrisy of slavery through the use of satire.”</i></p>	
<p>A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):</p>	<p><i>To pretend to be a character I can copy movements and voice of everyday people.(Essential for understanding characterizations, ensemble relationships)</i></p>
<p>Academic Vocabulary:</p>	<p>Speed, pitch, volume, culture, mood, setting (time and place), character, communicate, feelings, observation, express</p>
<p>Technical Vocabulary:</p>	<p>Pantomime, costume, scene, dramatize, facial expressions, body movement, mirror</p>

Curriculum Development Overview
Unit Planning for Kindergarten Drama and Theatre Arts

Unit Title	The Places You Go - Creating Environment		Length of Unit	7 lessons/7 hours
Focusing Lens(es)	Design Structure and Function	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.k-S.1-GLE.1 DTA09-GR.k-S.2-GLE.1, DTA09-GR.k-S.2-GLE.2 DTA09-GR.k-S.3-GLE.1	
Inquiry Questions (Engaging- Debatable):	<ul style="list-style-type: none"> Does where people live affect how they feel? (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.1,2) and (DTA09-GR.k-S.3-GLE.1) Why are certain places better than others for celebrating? How do characters change their environment? How do characters interact with their environments? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Improvisation, Composition, Community, Mood, Culture, Environment, Place, Setting, Movement, Perception			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Voice and body placement create environments through dramatic improvisation to emphasize importance of setting in communities. (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.1,2) and (DTA09-GR.k-S.3-GLE.1)	What set pieces are essential to creating an environment? (example: desks, bookcases, and chalkboards are essential to a classroom) What props are essential to creating an environment? (example: piñata, menorah, camp fire, tent, wagon, turkey) What sounds or vocalizations are found in an environment? (example: bells, creaks, whistles, gongs, and shuffling) What are the building blocks to an environment? (example: pews, picnic table, trees, sofa, street lamp) What places often have large groups together? What are outdoor and indoor places? What events do local communities celebrate? Where do these communities celebrate?	How can you use your body to make set and props in environments? How can you alter your movement or voice to alter the feeling in the environment? (example: create a lonely forest, a scary house, a happy school) How can the speed, pitch, and volume of your environment sounds change the feeling? (example: think of a loud middle pitch bell verses a soft tinkling high pitch bell)

Curriculum Development Overview
Unit Planning for Kindergarten Drama and Theatre Arts

<p>Composition of an environment is often directly linked to cultural events and holidays. (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.1,2) and (DTA09-GR.k-S.3-GLE.1)</p>	<p>Where are events celebrated (such as Christmas, Thanksgiving, or a graduation)?</p>	<p>What items need to be added to an environment to show a holiday or cultural event? How can people create that holiday or cultural elements with their bodies? How are the sounds different during a holiday or cultural event? How can people create holiday or cultural event sounds with everyday objects and their bodies?</p>
<p>Objects that exist in the environment often dictate how an environment is perceived (DTA09-GR.k-S.2-GLE.1) and (DTA09-GR.k-S.3-GLE.1)</p>	<p>What are lonely places? What are the happy places?</p>	<p>How does the environment show feeling? How do you show a lonely place, scary place, or happy place?</p>

<p>Critical Content: My students will Know...</p>	<p>Key Skills: My students will be able to (Do)...</p>
<ul style="list-style-type: none"> • Essential components that make-up everyday environments (DTA09-GR.k-S.3-GLE.1) • Elements that make an environment different during a cultural celebration or holiday (DTA09-GR.k-S.3-GLE.1) • Examples of objects and sound from environments that affect mood (DTA09-GR.k-S.2-GLE.1) and (DTA09-GR.k-S.3-GLE.1) 	<ul style="list-style-type: none"> • Use body movements and facial expressions to portray different set elements in an environment (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.1) and (DTA09-GR.k-S.3-GLE.1) • Use body movements and facial expressions to portray different props in an environment (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Use sound or voice to create environment (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Use sound or voice to create a cultural event or holiday (DTA09-GR.k-S.1-GLE.1) and (DTA09-GR.k-S.2-GLE.2) • Follow a simple set of steps in a dramatic task (DTA09-GR.k-S.2-GLE.1) • Identify different elements (props and sets) in different cultural events through viewing of videos or pictures (DTA09-GR.k-S.3-GLE.1) • Change the mood of an environment through their portrayal of environmental objects (DTA09-GR.k-S.2-GLE.1) and (DTA09-GR.k-S.3-GLE.1)

Curriculum Development Overview
Unit Planning for Kindergarten Drama and Theatre Arts

Critical Language: includes the Academic and Technical vocabulary, semantics, and discourse which are particular to and necessary for accessing a given discipline.
 EXAMPLE: A student in Language Arts can demonstrate the ability to apply and comprehend critical language through the following statement: *“Mark Twain exposes the hypocrisy of slavery through the use of satire.”*

A student in _____ can demonstrate the ability to apply and comprehend critical language through the following statement(s):	<i>Where you are is an environment that sometimes makes you feel a certain way. (Environments are important because they help create feeling and purpose in everyday life and on the stage which is essential for creating setting and mood in stories and everyday life, and interaction with objects on stage.)</i>
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Academic Vocabulary:	Setting, culture, holiday, event, directions, observation, create
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Technical Vocabulary:	Environment, pantomime, feelings, general space, self-space, movement, props, sets, body
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