

NEW BRITAIN YOUTH THEATER & CONSOLIDATED SCHOOL DISTRICT OF NEW BRITAIN
Summer Enrichment Program 2014
Drama Curriculum Map—Grades K-3 (1-4) (Lincoln, Smalley, Jefferson School)
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Summary of Topic

In this summer enrichment experience, students will participate in dramatic activities that explore the theme of community and will result in a short presentation for peers, friends, and family.

Topic Vocabulary

community, drama, theatre, character, improvisation, scene, tableau, pantomime, objective, tactic, script, story/plot, dialogue/monologue, blocking, stage directions, cue, collaboration, listening, audience

Learning Targets:

Students will be able to. . .

- Identify and describe possible meanings of the word *community* through participation in various drama and literacy-based activities.
- Develop and/or reinforce their literacy skills in both the arts and traditional forms of learning.
- Identify the actor's tools as his/her body, imagination, and voice.
- Perform and discuss ways of using body and voice as modes of communication.
- Use their imaginations to contribute to story, plot, and/or theme.
- Reflect and discuss theatre connection to their own lives through examining themes and lessons of the drama.
- Demonstrate empathy through analysis and performance of various fictional characters.
- Use basic theatre skills to collaborate as an ensemble and present short monologues and scenes that convey a story.

***Suggested Daily Schedule:**

12:00-12:30 p.m. Prep time

12:30-1:00 p. m. Lunch (Mingle with students)

1:00-1:50 p. m. **Foundational:** Warm-ups, Basic Theatre Skills, Introduce the second half of day activities (Rehearse)

1:50-1:55 p. m. Break

1:55-3:45 p. m. **Exploratory:** Use literacy & theatre skills and the dramatic process to explore the theme of community (Rehearse and Reflect)

3:45 Dismissal

***These times are suggested and may not work with all age groups. Be conscious of the students' needs (bathroom breaks, need for a quiet or restful activity, etc.)**

Resources:

Clifford, S. & Herrmann, A. (1999). *Making a leap, theatre of empowerment: A practical handbook for creative drama work with young people*. Philadelphia: J. Kingsley Pub.

Loban, C. & Lundquist, M. (2007). *Unscripted learning, Using improv activities across the K-8 curriculum*. NY: Teacher's College Press.

Neelands, J. & Goode, T. (2000). *Structuring drama work*. Cambridge, UK: Cambridge University Press.

English Language Standards: <http://www.corestandards.org/ELA-Literacy/>

National Theatre Arts Standards: <http://www.nationalartsstandards.org>

WEEK 1: Introductions & Making Connections			
Essential Questions: <ul style="list-style-type: none"> * What are drama and theatre? * What are the performer's tools? * What is our perception of the word <i>community</i>? * How do reading, writing, speaking and listening make me a valuable member of the community? * What happens when theatre artists foster understanding between self and others through critical awareness, social responsibility, and the exploration of empathy? Key Vocabulary: Theatre, Drama, Blocking, "cheating out," imagination, voice, speech, ensemble, tableau, community		Standards: Theatre (Connecting) + English Language Arts (Speaking and Listening) <ul style="list-style-type: none"> * TH:Cn10.1.2: a. Relate character experiences to personal experiences in a guided drama experience (e.g., process drama, story drama, creative drama). * TH:Cn10.1.3: a. Use personal experiences and knowledge to make connections to community and culture in a drama/theatre work. * CCSS.ELA-Literacy.SL: Participate in collaborative conversations with diverse partners about <i>grade specific topics and texts</i> with peers and adults in small and larger groups. * CCCS.ELA-Literacy.SLK.4: Describe familiar people, places, things, and events and, with prompting and support provide additional detail 	
CONTENT	PERFORMANCE TASKS (Suggested Dramatic Activities)	SKILLS	ASSESSMENTS (Closure activities)
Class contract/Class expectations	<i>Construct an agreed upon list of classroom expectations. Model appropriate and inappropriate audience behavior (Theater etiquette)</i>	Remember and know everyone's names.	Pre: Students' statements of hopes or goals for the program (Enza)
Vocal, Physical, & Imagination Warm-ups (actor's instruments)	Yoga stretches, Shake- down, Tongue Twisters, Soundscapes, Transformations with a scarf/prop, Guided Imagery, Add-on story	Know the class expectations and Theater etiquette.	Individual interviews (Enza)
Blocking/Parts of the Stage	<i>Work with students to designate a stage area; call out stage directions, give students setting & ask them to create a stage picture with levels and where everyone can be seen or is cheating out, let them be directors and call out directions.</i>	Communicate with body.	Community word maps
		Speak loudly and clearly.	Responses to teaching artist's inquiry questions (<i>See handout</i>)
		Respect for the playing and recognize the parts of the stage, backstage, and offstage.	Visual reflections (<i>Artwork created in response to dramatic stimulus</i>)
"Getting to Know You" & Ensemble/Community Building Activities	Name & Action, Group Juggle/Shapes/Count, Machines, Martha's Game	Demonstrate what an interesting stage picture looks like.	Group devised Community Poems (<i>at the end of a day students take turns around a circle describing what they feel because of the day's activities or what they learned that day using one word or phrase. Teaching artist writes down each response as it is received and then reads aloud in free verse poem form. These can be collected at the end of each week to be added to an NBYT/Summer Enrichment book of poetry; the first poem can be about their definition of the word "community"</i>)
"Community" Word Map	<i>Create a word map using words associated with "community"; read/discuss a community-themed story; recreate images in book or create tableau of a community in action, Add-on</i>	Describe meanings of the word <i>community</i> .	
Story Drama	<i>Tableau, 3x Tableau, Sculpting, Thought-bubbles, Activate tableaux)</i>	Cooperative learning in large and small groups.	
Statues/Tableau (Pantomime)		Literacy: Beginning understanding of story elements and dramatic structure (beginning, middle, end, conflict/resolution, & the "5 Ws").	
Process Drama	Teacher-in-Role (<i>see handout</i>), Interviews		Rose/Thorn (<i>One thing student enjoyed/one that was difficult</i>), Pass the pulse
			Rubrics

WEEK 2: CREATING			
Essential Questions: <ul style="list-style-type: none"> What happens when theatre artists use their imaginations and/or learned theatre skills while engaging in creative exploration and inquiry? How do reading, writing, speaking and listening make me a valuable member of the community? How do we envision our communities? Key Vocabulary: community, focus, concentration, presence, pantomime, character, roles, objectives, tactics, improvisation, monologue, dialogue, scene		Standards: Theatre (Creating) + English Language Arts (Speaking and Listening) <ul style="list-style-type: none"> TH:Cr1.1.2: a. Propose potential new details to plot and story in a guided drama experience TH:Cr1.1.3: a. Create roles, imagined worlds, and improvised stories in a drama/theatre work; b. Imagine and articulate ideas for costumes, props and sets for the environment and characters in a drama/theatre work. CCSS.ELA-Literacy.SL: Participate in collaborative conversations with diverse partners about <i>grade specific topics and texts</i> with peers and adults in small and larger groups. CCSS.ELA-Literacy.SL.2.2: Recount or describe key ideas or details from a text read aloud or information represented orally or through other media. 	
CONTENT	PERFORMANCE TASKS (Suggested Dramatic Activities)	SKILLS	ASSESSMENTS
Focus and Concentration activities added to warm-ups	If You Loved Me You'd Smile, Wax Museum, Guess the Leader, Zip/Zap/Zop, Bomb and Shield, Vampire	Focus on tasks at hand, stage presence.	[See Week 1]
Pantomime	What Are You Doing?, Yes Let's!, Add-on Pantomimes	Communicate with body through pantomimed action; take <i>action</i> to be more than a "talking head" on stage.	Writing in role (A letter from a character to another character or a character's diary entry)
Building Character	Body Parts, Objects of Character, Collective Character, Thought-bubbles, Hot-seating. <i>Use music to evoke emotions and stimulate imagination (who would feel/move like this? What do their voices sound like? What does this person want more than anything?). Write diary entries/monologues in role for characters in tableaux created week before or those in Community Build Role Play.</i>	Speak loudly and clearly; use vocal dynamics to explore thoughts and emotions of characters.	Visual reflections: Character drawings, Drawings of community
Creating Fictional Communities (Process Drama, Structured Improvisation)* ¹	Community Build Role Play: <i>Work together to imagine and create your own fictional community; Draw out the main cross streets and buildings, chose and create characters; Use T-I-R,² and have community members give a "new visitor" a tour; Add-on Story about community, and/or create a sequence of tableaux or scenes that show a day in the life of the community; Panel of Experts (press conference), Town Meetings, begin to introduce conflict.</i>	Emotional literacies (Compassion & Empathy) Describe different communities and the roles people might play. Cooperative learning in large and small groups. Literacy: Story elements and sequencing actions.	Stories or plot structures crafted by students about fictional community.

¹ A more advanced group might review rules of Improv (Yes, and...) & start the day with improvisation games to warm-up imaginations and encourage risk-taking (Party Quirks)

² Teacher-in-role

WEEK 3: PERFORMING			
Essential Questions: <ul style="list-style-type: none"> * How do we want to share our experiences and work with an audience? * What can we do to fully prepare our share presentation? * Why are strong choices essential to interpreting a drama or theatre piece? * What happens when theatre artists and audiences share a creative experience? * What did we learn about our communities and what it means to be a citizen? Key Vocabulary: community, character, story, plot, performance, presentation, costume, prop, set, conflict, resolution, audience, cue, projecting		Standards: Theatre (Performing) + English Language Arts (Speaking and Listening) <ul style="list-style-type: none"> * TH:Pr4.1 Select, analyze, and interpret artistic work for presentation. * TH:Pr4.1.3 a. Apply the elements of dramatic structure to a story and create a drama/theatre work. ; b. Investigate how movement and voice are incorporated into drama/theatre work. * CCSS.ELA-Literacy.SL: Participate in collaborative conversations with diverse partners about <i>grade specific topics and texts</i> with peers and adults in small and larger groups. * CCSS.ELA-Literacy.SL.2.2: Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. 	
CONTENT	PERFORMANCE TASKS (Suggested Dramatic Activities/Ideas for Share Presentation)	SKILLS	ASSESSMENTS
Devising and Rehearsing for Share presentations Constructing props, set, costumes Writing music or practicing other artistic mediums that might enhance presentation	Reenactments of the processes in week 2 (<i>e.g. take the share day audience on a tour of the community and its people and/or inner workings</i>) Conflicts arise in the fictional community: <i>a controversial new building is being constructed (e.g. a prison, a toxic chemical emitting power plant); the previous week's "visitor" is found to be an unwanted guest; An abandoned wild child raised by animals was found on the outskirts of the community and needs help. In role, hold town meetings to discuss conflict or show scenes of overheard conversations between people after the meeting. Is conflict resolved? How?</i> Group devises a special event to mark, commemorate, or celebrate something of cultural/historical significance to the fictional community (<i>e. g. parade, ceremony, ritual, feast, block party</i>). <i>Encourage use of other artistic mediums or skills. This option can involve the audience observing the actors create the event while in role, and/or presenting the event itself.</i> Deliver monologues by the characters found in the fictional community. Adapt one of the community-themed books read (<i>use the drama conventions or techniques used throughout the program</i>)	How to prepare a performance/presentation for an audience. Collaboration/ Interpersonal skills Leadership Listening and following directions Speak loudly and clearly; use vocal dynamics to explore thoughts and emotions of characters. Emotional literacies (Compassion & Empathy) Describe different communities and the roles people might play. Literacy: Story elements, plot structure, retelling story,	[See Week 1 & 2] Post: A final reflection. Did students meet goals or were expectations met? Including what they learned (Enza). Individual interviews (Enza) Student's commitment to and performance in share presentation.

