



HOLY TRINITY EPISCOPAL SCHOOL

Theater Arts

Holy Trinity Episcopal School - Curriculum Guide – Theatre Arts

Pre-Kindergarten	
Overall Expectations	<ul style="list-style-type: none"> • demonstrate an understanding of some basic elements of drama; • interpret the meaning of stories, poems, and other materials; • create short drama pieces; • communicate understanding of works in drama through discussion, movement, and visual art work; • solve problems in everyday situations through role playing.
Knowledge of Elements	<ul style="list-style-type: none"> • identify ways in which the voice and body can be used to convey thoughts and feelings when role playing; • identify the meaning of symbols used in their dramatic exploration of stories and poems; • describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue); • demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.
Creative Work	<ul style="list-style-type: none"> • communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books); • use the vocabulary and body movements of a particular character when role playing; • demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching).
Critical Thinking	<ul style="list-style-type: none"> • describe ways in which the experiences of characters in simple performances relate to their own experiences; • identify themes and subjects used in works of drama; • identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).

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Kindergarten	
Overall Expectations	<ul style="list-style-type: none"> • demonstrate an understanding of some basic elements of drama; • interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures; • create short drama pieces, using techniques learned in this grade; • communicate understanding of works in drama through discussion, movement, and visual art work; • solve problems in everyday situations through role playing and movement in drama.
Knowledge of Elements	<ul style="list-style-type: none"> • identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g., changing tone of voice and volume; changing speed or rhythm of movement); • identify the meaning of symbols used in their dramatic exploration of stories and poems; • describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue); • demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.
Creative Work	<ul style="list-style-type: none"> • communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books); • use the vocabulary and body movements of a particular character when role playing; • demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching); • create movement phrases, showing the beginning and the end of their work in appropriate ways.
Critical Thinking	<ul style="list-style-type: none"> • describe ways in which the experiences of characters in simple performances relate to their own experiences; • identify themes and subjects used in works of drama; • demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face); • identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).

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First Grade	
Overall Expectations	<ul style="list-style-type: none"> • demonstrate an understanding of some basic elements of drama; • interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using basic drama techniques (e.g., role playing, movement sequences); • create short drama pieces, using techniques learned in this grade; • communicate understanding of works in drama through discussion, movement, and visual art work; • solve problems in everyday situations through role playing and movement in drama.
Knowledge of Elements	<ul style="list-style-type: none"> • identify ways in which the voice and body can be used to convey thoughts and feelings when role playing (e.g., changing tone of voice and volume; changing speed or rhythm of movement); • identify and correctly use drama vocabulary (e.g., in role, out of role, position, direction); • identify the meaning of symbols used in their dramatic exploration of stories and poems (e.g., the "circle of friendship"); • describe some basic ways in which the body can be used in space and time (e.g., freezing in position to look like a statue); • demonstrate their knowledge of the movements of natural objects and materials (e.g., trees, flowers, water), using their voice and/or body.
Creative Work	<ul style="list-style-type: none"> • communicate their responses to a variety of stimuli (e.g., nursery rhymes, poetry, stories, picture books) by using elements of drama (e.g., chanting in a group, movement); • use the vocabulary and body movements of a particular character when role playing; • demonstrate control of their bodies when moving like different objects and animals (e.g., a clock ticking, a cat stretching); • create movement phrases, showing the beginning and the end of their work in appropriate ways.
Critical Thinking	<ul style="list-style-type: none"> • describe ways in which the experiences of characters in simple performances relate to their own experiences; • identify themes and subjects used in works of drama; • demonstrate an understanding of different points of view (e.g., by playing the role of different characters, and identifying and solving problems they face); • identify ways in which role playing and movement are part of their daily experience (e.g., changing tone of voice or speed of walking to express a mood).

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Second Grade	
Overall Expectations	<ul style="list-style-type: none"> • describe some of the basic elements of drama; • interpret the meaning of stories, poems, and other material drawn from a variety of sources and cultures, using several basic drama techniques (e.g., tableaux); • create short drama pieces, using techniques learned in this grade; • communicate understanding of works in drama through discussion, writing, movement, and visual art work; • solve problems in various situations through role playing and movement in drama.
Knowledge of Elements	<ul style="list-style-type: none"> • identify and use some key elements of drama in exploring source materials (e.g., move at different speeds and different levels to music or to the words of a poem); • use vocabulary, tone of voice, and body movements appropriate for a specific character when role playing; • write in role as characters in a story, using the vocabulary and portraying the attitudes of the characters; • describe their own and others' work, using drama vocabulary (e.g., identify the tableau as a way of crystallizing a moment of importance in a story); • identify and describe symbols that are relevant to the meaning of stories and poems (e.g., the heart as a symbol of love); • distinguish between real and imaginary situations in drama; • recognize and demonstrate movement sequences used by specific characters or found in their natural surroundings (e.g., the sequence of movements of a knight donning armor; the sequence of movements of a butterfly emerging from a cocoon); • identify parts of the body and describe the variety of movements that can be done by each of them.
Creative Work	<ul style="list-style-type: none"> • speak in role as characters in a story, assuming the attitude and gestures of the people they are playing (e.g., as a courtier, bow to the king and use appropriate language when speaking to him); • demonstrate the ability to move and control their bodies in space and time (e.g., by creating tableaux in small groups); • use language and non-verbal means of communication effectively for a variety of purposes both in and out of role (e.g., explain why a character in a story or drama should not leave home); • perform a "soundscape" or sound collage based on a theme or topic studied in another area of the curriculum (e.g., portray wind and moving water studied in science); • interpret songs, music, poetry, or images, using elements of movement (e.g., rhythm, space).
Critical Thinking	<ul style="list-style-type: none"> • compare what they experience through dramatic presentations with their experience of daily life; • ask and respond appropriately to relevant questions, in and out of role, about characters and dramatic situations being explored (e.g., "Do we have the necessary equipment to go down into the mine?"); • compare, while working with others, some possible solutions to problems identified through drama (e.g., finding the way home when lost in the forest); • identify specific aspects (e.g., movements, words) of their work and that of others that were effective (e.g., the scary way the actor stopped and turned).

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Third Grade	
Overall Expectations	<ul style="list-style-type: none"> • describe basic elements of drama; • interpret and communicate the meaning of stories, poems, plays, and other material drawn from a range of sources and cultures, using basic drama techniques (e.g., writing in role); • create short drama pieces, using techniques learned in this grade; • compare their own work with the work of others in drama through discussion, writing, movement, and visual art work; • solve problems presented in different kinds of dramatic situations through role playing and movement; • use available technology appropriately to enhance their work in drama and dance.
Knowledge of Elements	<ul style="list-style-type: none"> • demonstrate an understanding of a character's point of view through writing and speaking in role, and through using body movement in role (e.g., write diary entries and plant grain as a pioneer); • describe their own and others' work in drama, using appropriate vocabulary (e.g., character, suspense, rhythm); • explain the importance of symbols used in specific stories, poems; • demonstrate the ability to concentrate while in role in drama (e.g., during an improvisation); • recognize and choose appropriate elements of movement for dramatizing their responses to different stimuli or ideas (e.g., real-life situations, the scientific concept of magnetic force); • identify technological means of creating different effects (e.g., the use of recorded music or lighting to heighten suspense); • describe the kinds of energy involved in a sequence of movements (e.g., energy related to speed or force).
Creative Work	<ul style="list-style-type: none"> • defend a point of view through speaking and writing in role (e.g., as townsfolk, plead with the mayor to save their town); • create works of drama, using appropriate elements (e.g., rhythm, form); • communicate, through movement, their thoughts and feelings about topics studied in other subject areas (e.g., create a movement sequence to express their fear of an environmental event such as a storm); • write and perform chants.
Critical Thinking	<ul style="list-style-type: none"> • identify effective uses of drama elements in performances (e.g., form, space, pattern, energy) and compare their own responses with those of their peers; • identify the themes and subjects found in dramatic works, and make links between these and their own experiences; • clarify the meaning of complex or ambiguous dramatic situations (e.g., by posing questions in and out of role to characters in a drama); • solve artistic problems in drama in cooperative work groups (e.g., discuss the effect of combining different voices in choral reading; discuss the effects of using one actor or several to convey a message); • explain how their understanding of work in drama has been increased through research (e.g., through the use of reference books and the Internet, it is possible to find information about the rainforest to make an imaginary journey there more believable).

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Fourth Grade	
Overall Expectations	<ul style="list-style-type: none"> • demonstrate understanding of some of the principles involved in the structure of works in drama; • interpret and communicate the meaning of stories, poems, plays, and other material drawn from a variety of sources and cultures, using a variety of dramatic techniques; • communicate, orally and in writing, their response to their own and others' work in drama; • identify and apply solutions to problems presented through drama, and make appropriate decisions in large and small groups; • explain their use of available technology to enhance their work in drama.
Knowledge of Elements	<ul style="list-style-type: none"> • demonstrate an understanding of voice and audience by speaking and writing in role as characters in a story; • describe and interpret their own and others' work, using appropriate drama vocabulary (e.g., terms for elements of surprise, aspects of energy, use of space); • identify and explain the use and significance of symbols or objects (e.g., gestures to represent grief, letters in an old trunk) in drama; • identify and describe how the principles of variety and unity are used in dramatic productions; • identify and describe examples of movement found in their environment, and explain their use in creative movement; • demonstrate awareness of the need to do warm-up exercises before engaging in activities in drama.
Creative Work	<ul style="list-style-type: none"> • enact or create, rehearse, and present dramatic works based on novels, stories, poems, and plays; • represent and interpret main characters by speaking, moving, and writing in role (e.g., write and present monologues); • demonstrate control of voice and movement by using appropriate techniques (e.g., projection and enunciation in choral speaking); • demonstrate the ability to maintain concentration while in role (e.g., create tableaux in small groups, using different levels, a specific focus, facial expressions, and symbols to convey meaning); • demonstrate an understanding of the use of production technology to create different effects (e.g., the use of music for surprise; the use of lighting to create shadows that suggest danger).
Critical Thinking	<ul style="list-style-type: none"> • explain how elements of drama work together to create an intended effect on the audience; • identify their own feelings and reactions in various situations, and compare them with those of a character they have portrayed; • solve problems in drama, individually and in groups, by analyzing the problems; • explain the importance of research in producing effective dramatizations (e.g., in portraying people in history, depicting current world events).

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Fifth Grade	
Overall Expectations	<ul style="list-style-type: none"> • demonstrate understanding of some of the principles (e.g., contrast, harmony) involved in the structuring of works in drama; • interpret and communicate the meaning of stories, films, plays, songs, and other material drawn from different sources and cultures, using a range of dramatic techniques; • describe, orally and in writing, their response to their own and others' work in drama, gather others' responses (e.g., through interviews, research), and compare the responses; • solve problems presented through drama, working in large and small groups and using various strategies; • use different forms of available technology to enhance their work in drama.
Knowledge of Elements	<ul style="list-style-type: none"> • demonstrate awareness of audience when writing in role, and use the appropriate language, tone of voice, gestures, and body movements when speaking as a character in a drama; • use drama vocabulary in describing and interpreting their own and others' work (e.g., conflict, setting, rhythm, pace); • explain drama techniques (e.g., body language, group formations) and use them to convey information and feelings; • identify the significance of symbols or objects in drama, and use props appropriately; • demonstrate the ability to sustain concentration in drama (e.g., by adding transitions between tableaux); • describe the use of sequential patterns in drama (e.g., in the organization of a plot); • demonstrate understanding of the use of technology in creating contrasting effects (e.g., fast/slow, dark/light, loud/soft).
Creative Work	<ul style="list-style-type: none"> • create characters and portray their motives and decisions through speech (e.g., vocabulary, volume) and movement (e.g., hand gestures, facial expressions, pace); • rehearse and perform small-group drama presentations drawn from novels, poems, stories, plays, and other source materials; • select words, visual images, and sounds from other subjects in the curriculum for interpretation and dramatization; • identify the elements of drama that are best suited for conveying a specific subject or theme.
Critical Thinking	<ul style="list-style-type: none"> • explain how elements of drama work together to create different effects on audience (e.g., staging, lighting); • describe some dramatic performances, and compare events in them with their own experiences; • describe, orally and in writing, the differences between their own responses to a situation and the responses of a character they have portrayed (e.g., record their responses in a journal); • evaluate dramatic presentations done in class; • solve problems in drama individually and in groups (e.g., negotiate the "best" ending to an improvisation), and evaluate the solutions; • provide support for their interpretations of personal experiences and aspects of history, which they have presented through drama (e.g., arrival in a new country, life in a medieval village), using various research resources to gather information.

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Sixth Grade

Overall Expectations	<ul style="list-style-type: none"> • demonstrate an understanding of the principles involved in the structuring of works in drama; • interpret and communicate the meaning of novels, scripts, legends, fables, and other material drawn from a range of sources and cultures, using a variety of dramatic techniques (e.g., "reader's theatre"), and evaluate the effectiveness of the techniques; • evaluate, orally and in writing, their own and others' work in drama (e.g., performances); • solve problems presented through drama in different ways, and evaluate the effectiveness of each solution; • create different interpretations of their work in drama, using available technology.
Knowledge of Elements	<ul style="list-style-type: none"> • demonstrate understanding of ways of sustaining the appropriate voice or character (e.g., through language, gestures, body movements) when speaking or writing in role for different purposes; • describe the meaning and evaluate the effect of the work of others, using drama vocabulary correctly; • identify and describe examples of balance, harmony, and contrast in dramatic productions; • identify the significance of symbols in dramatic explorations, and use various props appropriately; • recognize when it is necessary to sustain concentration in drama; • explain and demonstrate the use of different patterns in creating effects in drama (e.g., patterns of pace and direction; symmetry); • recognize and name characteristics of dramatic performances that incorporate technology, visual art, music, and popular media to create artistic effects; • describe the skills needed to perform in public; • distinguish between different theatrical genres.
Creative Work	<ul style="list-style-type: none"> • interpret and perform some forms of drama (e.g., mime, choral reading); • explain the function of masks, and use masks in their dramatic presentations; • create, rehearse, and present dramatic works to communicate the meaning of poems, stories, paintings, myths, and other source material drawn from a wide range of cultures; • create dramatic productions in which they make effective use of the principles of harmony, balance, and contrast; • produce a short script that makes use of a variety of technologies to create different effects for different audiences (e.g., tape recorder, still camera, stage lighting).
Critical Thinking	<ul style="list-style-type: none"> • present and defend their analysis of a performance, focusing on assessment of the ways in which various elements of drama are used together (e.g., structure, texture, harmony, contrast); • evaluate dramatic performances, with reference to their own experiences in daily life; • solve artistic problems in drama, individually and in groups, and evaluate the solutions; • explain their preferences for specific dramatic works; • provide evidence for their interpretations of personal experiences and events of social significance, which they present through drama, using a variety of research sources; • identify the function of drama in their community and the contribution that drama makes to the economy.

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Seventh Grade	
Overall Expectations	<ul style="list-style-type: none"> • describe the overall effects of various aspects of drama (i.e., elements, principles, techniques); • interpret and communicate the meaning of novels, scripts, historical fiction, and other material drawn from a wide variety of sources and cultures, using a variety of drama techniques (e.g., drama anthologies); • evaluate, orally and in writing, their own and others' work in drama, using criteria developed by the class; • solve, in various ways, a problem that is presented through drama, and explain ways in which each solution is effective; • create different interpretations of a single dramatic work, using available technology for performance.
Knowledge of Elements	<ul style="list-style-type: none"> • demonstrate understanding of the motives of the characters they interpret through drama (e.g., explain the motives and accurately represent the attitudes of a character through voice quality, gestures, body movements); • write in role in various forms (e.g., reports, speeches, interviews), showing their understanding of the complexity of a dramatic situation, and using appropriate vocabulary, tone, and voice for the character portrayed; • use drama vocabulary correctly (e.g., crisis, space, symbol, drama anthology, texture) in analyzing the meaning and effect of their own and others' work; • explain the significance of the materials, props, costumes, and symbols used in drama; • identify ways of sustaining concentration in drama; • recognize and use criteria for evaluating the quality of dramatic performances; • choose specific kinds of technology to enhance their dramatic work, and explain their choices (e.g., slide projectors, microphones); • identify different theatrical venues and their effect on modes of presentation (e.g., outdoor spaces, theatre in the round).
Creative Work	<ul style="list-style-type: none"> • interpret and present scripts, paying attention to the subtext, characters, and setting; • create and present drama anthologies, independently and in a group, manipulating various techniques of drama and incorporating multimedia technology; • assemble, rehearse, and perform a collection of dramatic works based on themes and issues drawn from a variety of sources from diverse cultures; • communicate abstract ideas through drama.
Critical Thinking	<ul style="list-style-type: none"> • evaluate the quality of a dramatic performance by writing a review that refers to what was experienced; • identify performance techniques that have an effect on the audience's emotions and senses and evaluate their use in a performance; • describe the significance of drama in their lives; • describe the economic and social impact of drama in our society (e.g., research the role of drama in films and videos, and in television programming); • research and dramatize material from various sources (e.g., material from autobiographies, history books); • describe how different cultures use drama; • describe attitudes and skills needed to organize and perform a group theatrical work.

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Eighth Grade

<p>Overall Expectations</p>	<ul style="list-style-type: none"> • evaluate the overall effect of various aspects of drama (i.e., elements, principles, techniques, style); • interpret and communicate ideas and feelings drawn from fictional accounts, documentaries, and other material from a wide variety of sources and cultures, selecting and combining complex dramatic techniques; • create drama pieces, selecting and using a variety of techniques; • critique, orally and in writing, their own and others' work in drama, using criteria developed independently and in a group; • critique solutions to problems presented in drama, make decisions in large and small groups, and defend their artistic choices; • create different multimedia interpretations of a single work, using available technology to enhance their work in dramatic performances.
<p>Knowledge of Elements</p>	<ul style="list-style-type: none"> • demonstrate understanding of the appropriate use of the voice, gestures, and the level of language in different dramatic situations; • write in role in various forms (e.g., monologues, speeches, radio or television broadcasts), showing understanding of the complexity of a dramatic situation and using appropriate vocabulary, tone, and voice for the character portrayed; • use the vocabulary of drama correctly in analyzing, explaining, and critiquing the meaning and effect of their own and others' work; • identify ways of sustaining concentration in drama (e.g., focusing on the character's motives to stay in role); • identify and evaluate the variety of choices made in drama that influence groups to make different interpretations or representations of the same materials; • choose technology for enhancing their dramatic work, and evaluate the effectiveness of their choice (e.g., camcorders, lighting dimmers).
<p>Creative Work</p>	<ul style="list-style-type: none"> • write in role, analyzing the subtext of a script and the attitudes and points of view of the characters; • write, memorize, and present short documentary scenes based on their improvisational work and on source material drawn from diverse cultures; • select appropriate themes that deal with specific situations and that are aimed at a specific audience; • organize and carry out a group improvisation; • produce pieces that deal appropriately with youth problems; • produce work as a member of an ensemble.
<p>Critical Thinking</p>	<ul style="list-style-type: none"> • review dramatic performances, orally or in writing, critiquing the use of elements and techniques in the particular genre of the piece; • evaluate the overall effect of a performance in drama, analyzing the key elements; • identify and discuss the qualities and skills needed to create and perform productions in drama; • produce pieces of writing in which they reflect on their experiences in drama and in which they show their ability to analyze and find solutions to problems in real life; • dramatize material that they have researched from primary sources (e.g., historical documents), and use it effectively in presenting documentary scenes.