

LINCOLN PUBLIC SCHOOLS  
Drama Learning Expectations: Grade 5

**Standard:**  
Performance

**Mass Standard  
1 and 3**

Students will rehearse and stage dramatic works. They will develop acting skills to portray characters that interact in improvised and scripted scenes.

**Big Ideas**

- ❑ Communication in performance relies on control of facial expression, body language and tone of voice.
- ❑ The performer's empathy for the characters they portray brings the characters to life for the actor and the audience.
- ❑ The process of rehearsal allows performers to revise and refine their work in preparation for performance.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **dramatic performance** by using physical and vocal acting skills in improvised and scripted performances.
- ❑ Students will demonstrate an understanding of **characterization** by portraying a character's thoughts and emotions through voice, face, and body.
- ❑ Students will demonstrate an understanding of the value of the **rehearsal process** by using rehearsal time effectively to rehearse, reflect, revise, and refine their drama work.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Use vocal acting skills such as projection, tone, and pace.
- ❑ Use physical acting skills such as facial expression, body language, and gesture.
- ❑ Develop characters by considering feelings, wants, needs, personality traits, and back story.
- ❑ Create believable dialogue for characters by empathizing with the character.
- ❑ Create and sustain a believable character throughout a scripted or improvised scene.
- ❑ Use the rehearsal process of rehearse, reflect, revise, refine, repeat to improve and prepare a dramatic scene for performance.
- ❑ Rehearse and perform a variety of dramatic works for peers or invited audiences.

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**Standard:**

Collaboration

**Mass Standard  
1.13**

In rehearsal and performance situations, students will perform as a productive and responsible member of an acting ensemble, demonstrating personal responsibility and commitment to a collaborative process.

**Big Ideas**

- ❑ Collaboration increases the capacity for empathy and understanding, both essential elements of drama.
- ❑ Many minds working together bring depth and excitement to theater.
- ❑ The creation of meaningful art requires dedication and commitment.

**Key Outcomes**

- ❑ Students will demonstrate their understanding of the importance of **collaboration** by working cooperatively in small and large groups to improvise, plan and rehearse dramatic scenes and situations.
- ❑ Students will demonstrate their understanding of the importance of **dedication and commitment to art** by working with commitment throughout the creative process and observing the effects dedication and commitment have on their own dramatic work and the work of others.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Work cooperatively and collaboratively in groups to complete simple and complex drama tasks.
- ❑ Use listening and collaboration skills to create theatrical works in groups that reflect the varied artistic ideas and opinions of the group members.
- ❑ Respond to others using appropriate tone and language.
- ❑ Work constructively with others to motivate, negotiate compromises, solve challenges and build consensus.
- ❑ Demonstrate personal responsibility by working with focus and commitment in rehearsal and performance.
- ❑ Using appropriate vocabulary, respond to dramatic works considering the effect of dedication and commitment to the outcome.

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**Standard:**

Playmaking

**Mass Standard 2**

Students will analyze and create dramatic material.

**Big Ideas**

- ❑ Theatre is a creative and expressive art form concerned with the representation of people in time and space, their emotions, their actions, and the consequences of their actions.
- ❑ Dramatic conflict occurs when the wants or needs of one character oppose those of another, or when one character experiences internal conflict.
- ❑ The shape or structure of a work of theatre affects the audience's response.

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**Key Outcomes**

- ❑ Students will demonstrate their understanding of **empathy and character** by thoughtfully portraying a range of characters representing a variety of viewpoints.
- ❑ Students will demonstrate their understanding of **dramatic conflict** by using their imagination to improvise characters, dialogue, and actions that focus on the development, exploration, and resolution of dramatic conflicts.
- ❑ Students will demonstrate their understanding of **dramatic structure** by observing and identifying elements of dramatic structure and dramatic conventions in theatre texts, their own theatrical work and the work of others.

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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Use improvisation to explore dramatic conflicts.
- ❑ Sensitively portray a character's point of view and justification for it by considering the character's objectives and back story.
- ❑ Explore plays and stories from a variety of cultures and historical periods and identify the characters, setting, plot, theme, and conflict.
- ❑ Include the "five w's": who, what, where, when, and why, when they plan and improvise and share dramas.
- ❑ Identify and use appropriate vocabulary to describe kinds of stage spaces (e.g. proscenium), stage directions, areas of the stage, and basic blocking.
- ❑ Define and identify *exposition, rising action, conflict, climax, and resolution*.
- ❑ Using a traditional form and structure, create a series of dramatic scenes.

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**Standard:**

Critical Response

**Mass Standard 5**

Students will describe and analyze their own theatrical work and the work of others using appropriate theatre vocabulary.

**Big Ideas**

- ❑ The success of a work of theatre is determined by the audience's response in relation to the director or playwright's intentions.
- ❑ Reflection, evaluation, and revision are essential to the theatrical rehearsal process.
- ❑ Constructive criticism is feedback offered in a positive way that helps 'build up.'

**Key Outcomes**

- ❑ Students will demonstrate their understanding of the **reflection and evaluation in the rehearsal process** by identifying and considering intentions, actions, and outcomes.
- ❑ Students will demonstrate their understanding of **constructive criticism** by appropriately offering and accepting constructive criticism when rehearsing and performing or observing dramatic work.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Demonstrate audience skills of observing attentively and responding appropriately in classroom presentations, rehearsals, and live performance settings.
- ❑ Articulate and apply appropriate criteria for critiquing classroom dramatizations and dramatic performances.
- ❑ Identify and discuss artistic challenges and successful outcomes encountered during the creative and rehearsal process.
- ❑ Use appropriate theatre terminology to describe and analyze strengths and weaknesses of their own work.
- ❑ Give, accept, and use constructive criticism that identifies the specific steps needed to revise and refine their own or the group's work.
- ❑ Use a variety of assessment tools such as rehearsal notes, self, peer, and teacher evaluations to revise and refine their own group's work.

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**Standard:**

Connections

**Mass Standard 6**

Purposes and Meanings in Theatre:

Students will describe the purposes for which works of theatre were and are created and where appropriate, interpret their meanings.

**Big Ideas**

- ❑ Response to art and theatre is personal and individual.
- ❑ The purpose of theater can be to entertain, to educate, to pose questions, or a combination of these.

**Key Outcomes**

- ❑ Students will demonstrate their ability to **interpret and articulate meanings in their own drama work and the work of others** by responding to theatrical works orally and in writing.

**Essential Knowledge and Skills**

*Students will be able to*

- ❑ Reflect on meanings and ideas when viewing works of theatre; ask and answer questions such as, “what is the actor or director trying to say?” “How does this work make me feel?” “Do I agree or disagree with that character? “Why?”
- ❑ When responding to works of theatre listen respectfully to the comments of others and note the variety of individual responses.
- ❑ Identify orally or in writing the intent of their theatrical work and the meanings they wish to communicate to an audience.
- ❑ Discuss how the subject matter reflects the events, ideas, and customs of people living in a particular time in history.

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**Standard:**

Connections

**Mass Standard 7**

Roles of Artists in communities

Students will describe the roles of artists, patrons, cultural organizations and arts institutions in societies of the past and present.

**Big Ideas**

- ❑ The role of theatre practitioners in society has varied enormously throughout history and around the world.
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**Key Outcomes**

- ❑ Students will demonstrate their understanding of the **varying roles theatre practitioners have had in societies** by discussing modern theatre, Shakespeare, and the history of clowning.
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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Describe the roles of theatre artists in specific cultures and periods, and compare similarities and differences in these roles, including the conditions under which theatre artists created and performed.
- ❑ Identify and describe the roles of theatre personnel including actor, director, stage manager, lighting, sound, make-up, costume and set designers, and choreographer.

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**Standard:**

Connections

**Mass Standard 8**

Concepts of Style, Stylistic Influence, and Stylistic Change:

Students will gain increased awareness of the concepts of style, stylistic influence and stylistic change.

**Big Ideas**

- ❑ “I believe that the point of all drama is to give the audience a fuller appreciation, an understanding of reality. Obviously, there is no single way to do this; there are an infinite number of ways. Plays can turn reality on its head; they can turn it inside out and confuse all the issues so that the audience is left with a heap of unanswered questions. But if a play leaves the heart, mind, body and soul untouched, unenlightened, that is unpardonable.” ~ Craig Lucas

**Key Outcomes**

- ❑ Students will demonstrate their understanding of the concepts of **style and stylistic change** by identifying when and where works of theatre were created, noting characteristic features and comparing similarities and differences to works of other styles.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Perform and create works inspired by historical or cultural styles.
- ❑ Identify and describe characteristics features of genres and styles from a variety of world cultures.

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**Standard:**

Connections

**Mass Standard 9**

Inventions,  
Technologies,  
and the Arts:

Students will describe and analyze how theatre artists use and have used materials, inventions, and technologies in their works.

**Big Ideas**

- ❑ You can only work with what you've got!
  - ❑ Theatre is a composite art form involving the synthesis of language, visual art, movement and dance, music and engineering.
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**Key Outcomes**

- ❑ Students will demonstrate their understanding of the **ways in which materials, inventions, and technologies are used in theatre** by describing developments in theatre architecture and areas of theatre design including sound, lighting, costumes and scenery.
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**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Observe a theatre performance and identify in discussion various ways that technology is used.
- ❑ Discuss the changes in theatre architecture and lighting throughout history.



LINCOLN PUBLIC SCHOOLS  
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**Standard:**

Connections

**Mass Standard 10**

Interdisciplinary  
Connections:

Students will apply their knowledge of the arts to the study of English language arts, foreign languages, health, history and social science, mathematics, and science and technology/engineering.

**Big Ideas**

- ❑ The arts are connected and reflected in all other academic disciplines.

**Key Outcomes**

- ❑ Students will demonstrate an understanding of **connections between dance, music, theatre, visual arts and other disciplines** by using their knowledge of other disciplines to enrich their theater work.

**Essential Knowledge and Skills**

*Students will be able to:*

- ❑ Compare and identify similarities between the rehearsal process in drama and the editing process for written work.
- ❑ Compare and identify similarities between dramatic structure and narrative structure in English Language Arts.
- ❑ Use music terminology to describe types of character movement.
- ❑ Identify how collaboration and constructive criticism can be applied in other settings.