

Curriculum Development Overview
Unit Planning for 6th Grade Drama and Theatre Arts

Unit Title	Acting Well Your Part: Scripted Scene Work		Length of Unit	Quarter/Instructor Choice
Focusing Lens(es)	Relationships	Standards and Grade Level Expectations Addressed in this Unit	DTA09-GR.6-S.1-GLE.1, DTA09-GR.6-S.1-GLE.2, DTA09-GR.6-S.1-GLE.3 DTA09-GR.6-S.2-GLE.1, DTA09-GR.6-S.2-GLE.2 DTA09-GR.6-S.3-GLE.1, DTA09-GR.6-S.3-GLE.2, DTA09-GR.6-S.3-GLE.3	
Inquiry Questions (Engaging-Debatable):	<ul style="list-style-type: none"> • How does creating characters through rehearsal and performance enhance real-world relationships? (DTA09-GR.6-S.1-GLE.1) and (DTA09-GR.6-S2-GLE1) and (DTA09-GR.6-S.3-GLE.1,2,3) • How does creating characters enhance understandings about tension and conflict in societal relationships? • How does the ensemble connect with the development of the performance of each character? • How do the given elements, such as: set, character, and plot of the play affect the performance of scripted material? 			
Unit Strands	Create, Perform, Critically Respond			
Concepts	Culture, Value, Expression, Influence, Observation, Conflict, Scripted Material, Perspective, Character, Scene, Hierarchical Character Relationships, Complexity, Emergence, Revelation			

Generalizations My students will Understand that...	Guiding Questions	
	Factual	Conceptual
Cultural conflicts and cultural expressions are often revealed through the observed relationships that emerge in scripted material (DTA09-GR.6-S.1-GLE.1,EO.a) and (DTA09-GR.6-S.3-GLE.1,2,3)	What kind of relationship exists within a given script? What type of cultural relationships can be observable and gleaned from scripted material? Why do cultural conflicts exist within relationships?	How do relationships in a script control character choices? How can cultural differences enhance or distract from relationship building?
Character’s perspectives and expressions reveal cultural values to other characters within a scene (DTA09-GR.6-S2-GLE1)	What possible character decisions can be defined in a given script? What types of cultural perspectives exist among characters within a scene or script?	How might an actor’s choices be limited by other actors? How might a character’s cultural perspectives create value in a plot?
Influential (such as hierarchical) character relationships create complexity for character development (DTA09-GR.6-S.1-GLE.1) and (DTA09-GR.6-S.3-GLE.1,2,3)	What types of character expressions inform the audiences’ reaction to the play? What determines status and influence for a character in a play?	How might an actor construct a believable and unique character? How can status and influence affect relationships?
Cultural backgrounds and experiences promote and encourage performers’ exploration of character choices in scripted material (DTA09-GR.6-S2-GLE1) and (DTA09-GR.6-S.3-GLE.3)	What can actors glean from their own culture and personal experiences to create a character? What types of cultural backgrounds could be explored through character development?	How do differing cultural backgrounds impact the production? How do actors draw on their own culture and experience to create a character?

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Critical Content: My students will Know ...	Key Skills: My students will be able to (Do) ...
<ul style="list-style-type: none"> • How scripts differ in terms of reading, design and notation (DTA09-GR.6-S.1-GLE.1) • Parts of a play script, such as exposition, conflict, climax, and resolution (DTA09-GR.6-S2-GLE1) • How character choices (such as; vocal expression, physical characteristics, subtext) create a believable productions (DTA09-GR.6-S2-GLE1) • Ways in which character development and arc impact the story line (DTA09-GR.6-S.1-GLE.1,EO.a) and (DTA09-GR.6-S2-GLE1) • Different ways to resolve conflict (DTA09-GR.6-S.3-GLE.1,2,3) • Technical elements that facilitate in the comprehension of scenic elements (DTA09-GR.6-S.1-GLE.1,EO.a) and (DTA09-GR.6-S.3-GLE.1,2,3) 	<ul style="list-style-type: none"> • Identify the tension and conflict in a particular script (DTA09-GR.6-S.1-GLE.1) • Identify the emotional tone of the characters in the script (DTA09-GR.6-S.1-GLE.1) • Associate how different characters in a play have motives which can impact plot (DTA09-GR.6-S2-GLE1) • Apply cultural and historical lenses to a scripted work (DTA09-GR.6-S.3-GLE.1,2,3) • Perform a scripted production and/or scene with the intent of the playwright (DTA09-GR.6-S.1-GLE.1,EO.a) and (DTA09-GR.6-S2-GLE1) • Perform scripted work with the use of technical elements to enhance the performance (DTA09-GR.6-S.1-GLE.1,EO.a) and (DTA09-GR.6-S.3-GLE.1,2,3)

<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>Actors use their understanding of expression and cultural values to engage with scripted material through characterization.</i></p>
<p>Academic Vocabulary:</p>	<p>Exposition, conflict, resolution, climax, character, relationship, communication, culture</p>
<p>Technical Vocabulary:</p>	<p>Monologue, script, lines, characterization, archetype, protagonist, setting, antagonist</p>