**Curriculum**

**6th Grade Drama**

**Course Overview**

This course uses a lengthy group project (Silent Movie) to develop the skills of communication and team work along with developing students ability to tell a coherent story. This project is multi-faceted and interdisciplinary in nature.

The final part of this course is more performance based with students working practically each class and will usually involve exposure to a theatrical text/play as both a vehicle into performance work and as an exercise in dramatic reading and script structure.

**Department Standards**

Creating, performing, and participating in the Theater Arts.

Knowing and using Theatrical materials and resources.

Responding to and analyzing works within the Theater Arts.

Understanding the cultural contributions of the Theater Arts to the local and wider community.

**Benchmarks**:

**1.Knowledge and Understanding of topics under consideration**

**Benchmarks**

Students will be able to apply and respond to basic theatrical language in the classroom setting. Examples: stage, stage directions, character, audience, cues, rehearsal, backstage, tableaux, still picture, storyboard, synopsis, placard, camera angles, status, power, improvisation

Students will be aware of the relationship between the audience and the performer and will explore both in a multi media context

Students will comprehend the rehearsal process and their part in it as actors and directors

**2.Application of Concepts, skills and techniques**

**Benchmarks**

Students will develop and elaborate ideas to a point where a clear performance piece has been created

Students can identify how drama is used to present stories

Students will problem solve various staging, costuming and logistical issues associated with performance work

Students will present work through formal and informal performances at least twice during the school year to an audience of their peers

**3.Reflection and evaluation of student’s own work and the work of others**

**Benchmarks**

Students will evaluate their own and others work through guided discussion and also via clear examples from the teacher and other students. Students will reflect both vocally and in writing upon their own work and that of others

**4.Demonstrates artistic awareness, personal engagement and commitment**

**Benchmarks**

Supporting and encouraging peers towards a positive working environment students will begin to demonstrate the ability to transfer ideas discussed to their own work.

Students will demonstrate through practical application an awareness of the importance of sensitivity in the performance process

**Performance Indicators**

Students will create performance pieces within a given time limit (2)

Students will work independently of the teacher for large segments of time and in small groups (2,4)

Students will develop teamwork skills (listening, cooperation, negotiation) (2,4)

Students will rehearse and each take on the role of director for at least one scene (1,2,3,4)

Students will understand the elements needed to create a clear story (1)

Students will develop their non-verbal communication skills (1,4)

Students will develop solutions to text or character issues as they arise (1,2,3,4)

Working in a group environment (2,4)

Participation in class discussions (3)

Participation in the filming process both in front of and behind the camera (1,2,4)

The finished movie (1,2,3,4)

Responses to side coaching (2,4)

Formal performance (1,2,4)

**Assessments**

Weekly assessments

Silent Movie

Performance work in class

**Core Topics**

Non-verbal Communication

Silent Movie Genre

Creating a Silent Movie

Character and script work

**Specific Content**

Q1

Theatre games and exercises with a group focus

Imagination

Basic stage terminology

Tableaux/Still pictures and storytelling

Music as a stimuli

Characterization

Q2

To be able to apply techniques and ideas learned in quarter one.

To create a mini movie

To begin work with their silent movie group – brainstorming, story outline, storyboarding, filming

Q3

Finish filming

Editing of movie

Evaluation and reflection of movie project

Q4

Script and character work

Status and power

Exploration of character and plot through a group reading and performance based responses to a play.

**Resources**

Theatre game books

THE KID – Charlie Chaplin movie

Digital Film making for Teens – Pete Shaner and Gerald Everett Jones

TASIS MS Silent Movies from previous years

Various play excerpts