

# Drama/Theatre: Fifth Grade

## Creating (CR)

### 1 Generate and conceptualize dramatic ideas and work. DT.CR.1

- 1 Use developmentally appropriate literature to conceptualize and sequence a unified piece of drama/theatre to demonstrate an understanding of plot, character, main idea/theme, action, and dialogue. 5.DT.CR.1.1
- 2 Imagine and collaborate with peers to conceptualize detailed technical elements for a unified drama/theatre concept; use non-representational materials to create props, puppets, masks, costume pieces, etc., and describe, illustrate, physically arrange or create playing spaces for drama/theatre experiences. 5.DT.CR.1.2
- 3 Develop characters authentic to the drama/theatre work by demonstrating voice, body language, gestures, facial expressions, movements and using clear speaking, rate, fluency, expression, and appropriate vocabulary to impact the development of characters. Express ideas concerning character through a combination of drawing, writing, and/or discussion. 5.DT.CR.1.3

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### 2 Organize, develop, and rehearse dramatic ideas and work. DT.CR.2

- 1 Create and communicate ideas, sequence events/plot and synthesize ideas to create plot points, propose details and design elements, and create words/ dialogue and actions to refine characters and develop a completed story. 5.DT.CR.2.1
- 2 Demonstrate collaborative and interdisciplinary skills by cooperating with others to plan setting, technical elements, and other details for drama/theatre experience by engaging with peers, defining roles/responsibilities, and participating in group decision making to develop and practice an original piece of drama/theatre. 5.DT.CR.2.2

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### 3 Revise, refine, and complete dramatic work. DT.CR.3

- 1 Prepare a unified drama/ theatre work for presentation and convey meaning by using theatre vocabulary, creating, revising, and appropriately adding to ideas, and demonstrating imagination, focus, concentration. 5.DT.CR.3.1
  - 2 Use the body to create and refine a vivid character by manipulating energy, gestures, etc.; use voice to create and refine a vivid character by manipulating volume, pitch, etc.; justify character choices and identify similarities between characters and oneself in a drama/theatre experience. 5.DT.CR.3.2
  - 3 Integrate technical elements to create an emotional impact or convey meaning by working creatively and collaborating with others to conceptualize and create drama/theatre experiences. 5.DT.CR.3.3
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## Performing (PR)

### 1 Select, analyze, and interpret dramatic work for presentation. DT.PR.1

- 1 Select and demonstrate supportable choices for plot, character, setting, design and technical elements, and listen to, accept, and build on the ideas of others to incorporate the most supportable choices for each aspect of drama/theatre work. 5.DT.PR.1.1
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### 2 Develop and refine dramatic techniques and work for presentation. DT.PR.2

- 1 Assume roles in a variety of dramatic forms and manipulate the body and voice while developing and defending choices for multiple aspects of drama/theatre work to convey meaning and create an emotional impact. 5.DT.PR.2.1
  - 2 Demonstrate the use of technical elements in a drama/theatre work to create the most effective emotional impact and to convey meaning. 5.DT.PR.2.2
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### 3 Convey meaning through the presentation of a dramatic work. DT.PR.3

- 1 Present a drama/theatre work informally to an audience with a defined purpose or intent. 5.DT.PR.3.1
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## Responding (RE)

### 1 Perceive and analyze dramatic work. DT.RE.1

- 1 Demonstrate audience skills of observing attentively, responding appropriately, and explaining personal reactions to artistic choices in classroom dramatizations and developmentally appropriate theatrical performances, clearly stating opinions supported with details. 5.DT.RE.1.1
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### 2 Interpret intent and meaning in dramatic work. DT.RE.2

- 1 Apply critical thinking and examine multiple perspectives to explain why different people enacted, saw, heard, and felt similar/different things in dramatic play, guided drama, and/or in developmentally appropriate theatrical performances viewed. 5.DT.RE.2.1
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### 3 Apply criteria to evaluate dramatic work. DT.RE.3

- 1 Make informed evaluations of and recommendations for drama/theatre work by applying criteria to evaluate dramatic and theatrical choices. 5.DT.RE.3.1
  - 2 Evaluate the contributions and effectiveness of the technical elements in supporting environment, mood, and meaning in a drama/theatre work. 5.DT.RE.3.2
  - 3 Observe, discuss, and assess how characters' circumstances and choices impact audience members' perspectives and reactions in a drama/ theatre work. 5.DT.RE.3.3
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## Connecting (CN)

### **1 Synthesize and relate knowledge and personal experiences to drama/theatre.** DT.CN.1

- 1 Identify and explain similarities between story elements and personal experiences, peer experiences, and culture comparisons (e.g., Oklahoma culture compared with other cultures) in dramatic play or guided drama experiences, and/or in developmentally appropriate theatrical performances viewed. 5.DT.CN.1.1
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### **2 Relate dramatic ideas and works with societal, cultural, and historical context to deepen understanding.** DT.CN.2

- 1 Create drama/theatre works by connecting artistic ideas to personal, societal, cultural, or historical contexts and incorporating other content areas in drama/theatre work. 5.DT.CN.2.1
  - 2 Contribute to drama/theatre works to develop connections between the history and culture of others to Oklahoma history and culture, including the stories and storytelling contributions of the Oklahoma American Indian Tribes. 5.DT.CN.2.2
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### **3 Research and relate dramatic ideas/works and societal, cultural, and historical context to deepen understanding.** DT.CN.3

- 1 Research societal, historical, and cultural context for a performance by analyzing similarities and differences between stories/ plays set in different cultures in preparation for a drama/theatre work. 5.DT.CN.3.1