

**Link Community Charter School
Grade 6 Performing Arts Scope and Sequence**

	A	B	C	D	E	F
1	Quarter	NJCCS: New Jersey Common Core Standards:	Essential Questions	Key Skills: What will students be able to do	Content: What will students know	Resources
2	Week 1- Team/Ensemble Building	1.1.5.A.2, 1.1.5 A.4, 1.1.5.C.1, 1.1.8.C.3	Why is it important to participate in improvisational exercises using guidelines for improvisations?	Differentiate pieces of dramatic literature and theatrical trends.	Trust is the most important factor in ensemble building	Teacher Generated Written Assignments
3	Week 2- Voice	1.1.5.A.2, 1.1.5 A.4, 1.1.5.C.1, 1.1.5.C.3, 1.1.5.C.4	How can participating in exercises that promote vocal development and using voice for a variety of character portrayals and personalities help in getting into character?	Use voices and bodies to develop trust among peers. Differentiate vocal rate, pitch and volume. Analyze	Compare and Contrast Diction, Dialect and Accent	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint
4	Week 3- Improvisation	1.1.5.A.2, 1.1.5 A.4, 1.1.5.C.1, 1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.3	Why should people participate in improvisational exercises. Use guidelines for improvisations while performing?	Choose topics to interpret through improvisation. Define and develop believable, multidimensional characters.	Differentiate among basic formal structures and technical proficiency of artists in works of theatre.	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint. Additional resource: journal
5	Week 4 - Pantomime	1.1.5.A.2, 1.1.5 A.4, 1.1.5.C.1, 1.1.5C.1, 1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.3	Why is work to develop pantomime skills important? Participate in theater exercises that promote and develop techniques of building pantomime skills.	Distinguish pieces of dramatic literature. Use voices and bodies through a wide variety of techniques.	Define the articulating characters objectives, intentions, and subtext	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint.
6	Week 5- Character building and monologue development	1.1.5.A.2, 1.1.5 A.4, 1.1.5.C.1, 1.1.5C.1, 1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.3	Why conduct research that would include examination of the history and culture of a specific character?	Develop characters using character analysis. Conduct research that will provide information about the character's life. Critique and improve performance skills	Various monologues. Cultural traditions and periods of theater history	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint.
7	Week 6- Develop a fairy tale performance for an audience	1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.1, 1.1.8.C.2	Distinguish stories that are suitable for performance. Use voices and bodies to create believable fairy tale characters	Use voices and bodies to develop trust among peers. Differentiate vocal rate, pitch and volume.	Evaluate the effectiveness of a performance. The social, historical and political impact of various stories and their effect on culture.	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint.
8	Week 7- Scene Development	1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.1, 1.1.8.C.2	Why distinguish pieces of dramatic literature and theatrical trends as it relates to the cultural traditions and periods in history?	Use voices and bodies to develop characters. Evaluate the effectiveness of peer performances. Use methods of relaxation.	Critique and analyze peer performances. The three parts of improvisation. Terms and elements related to scene performance	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons .

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9	Week 8- Produce a one act play	1.1.5.C.3, 1.1.5.C.4, 1.1.8.C.1, 1.1.8.C.2	Why distinguish pieces of dramatic literature and theatrical trends as it relates to the cultural traditions and periods in history?	Create a method for defining and articulating character objectives. Evaluate the effectiveness of a play.	The dramatic structure of a play.	Textbook: Theater Games for Young Performers, Exploring Theater. Web based: www.childdrama.com/lessons . Projector: powerpoint