



**Curriculum Program for
Arts and Literacy, PreK-12**

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**Standards Correlations
Kentucky**

**Core Content for Arts and Humanities
Assessment (CCA 4.1)**

**Free download (PDF) online
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BACKGROUND

Why Create this Supplement?

The Drama Game File is a standards-based curriculum program. The Arts Standards section on the CD-ROM teaches the user how to connect the games and techniques of the program to content standards for theatre, the other arts, and other academic subject areas. Be sure to read this section in addition to using this supplement.

The specific standards used on the CD-ROM come from the national and California state theatre arts standards. To further assist teachers and administrators, we have created a free supplement that correlates The Drama Game File to a state's adopted theatre arts content standards. The supplement lists the sections from the CD-ROM that can be used to teach specific theatre arts standards in grades K-12. Download and print the free supplement, then store it in the rear pocket of your Companion Notebook.

About The Drama Game File

This comprehensive curriculum program is designed for use by teachers in grades preschool through high school for arts education and literacy development. The three components to the full kit are: *2nd Edition CD-ROM*. Contains the complete curriculum (equal to a 500-page teacher's manual.) User prints as needed.

Companion Notebook. Contains the 210 printable pages from the CD-ROM with 10 plastic tabs and bonus material in a durable and portable coil-bound book. For use with the CD-ROM.

The Character Cards Box Set. 644 flash cards from the CD-ROM to use as creative inspiration during the games. Produced as durable 3x5 playing cards in a portable box with tabs and 50 activity ideas for arts and literacy.

For product details and special offers, visit us online at www.DramaEd.net.

About the Kentucky Theatre Arts Content Standards

The content standards for theatre used in this supplement come from the Kentucky Core Content for Assessment version 4.1 published by the Kentucky Department of Education. Learn more online at www.kde.state.ky.us/KDE/

INSTRUCTIONS

How to Use this Supplement

Insert the 2nd Edition CD-ROM into your computer and follow instructions until the Welcome page is displayed. Click on Table of Contents. You are now ready to use this supplement to connect your theatre standards to our curriculum program. Remember that you may need to pull standards from different grade levels than yours to match your students' abilities and needs (e.g., 4th grade students new to theatre may need to start with PreK-2 standards.)

Subdomains (pg. 3): These are the five categories of study in the arts and humanities that apply to all grade levels in Kentucky. Use the listed pages and sections on the CD-ROM to find material applicable to each strand across a range of grade levels.

Grade Level Content Standards: This supplement includes only those standards that can be taught with our curriculum. The shorthand number for each standard is noted on the far left.

Links Pathway: The left column lists a standard or grade level benchmark, while the right column lists the pathway(s) to find appropriate material on the CD-ROM. Find and click the first link listed. Click each link in the order listed from left to right until you reach the final link, where you will find material that helps teach that benchmark. Follow links on that page to additional material that will also help teach that benchmark. There are hundreds of links and pathways to related material throughout the CD-ROM. *Navigation tip*: scroll to the bottom on any page and you will find a quick link back to the Table of Contents.

Book and Cards: The far right columns show if the grade level standard can also be taught by using the book (Companion Notebook) and/or cards (The Character Cards Box Set) products that are part of the complete kit for The Drama Game File.

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Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

SUBDOMAINS (For all grade levels)	Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)
1-STRUCTURES IN THE ARTS <ul style="list-style-type: none"> • Elements, principles, and tools of the art form • Vocabulary and concepts • Styles and genres • Observing and identifying literary, technical, and performance elements in informal and formal presentations and productions 	<ul style="list-style-type: none"> • Instructions > Glossary of Terms for definitions of theatre vocabulary, theatre history and genres, and tips on teaching terminology. • Lesson Plan Sections > Drama Skills to learn about the elements of creative expression in theatre. • Teaching Strategies > Teaching Audience Etiquette for teaching respectful audience behavior • Character Cards for developing greater artistic perception of the details of human behavior.
2-HUMANITY IN THE ARTS <ul style="list-style-type: none"> • Historical and cultural context of works of art • Analyzing works of art to better understand different cultures, periods of history, and our own lives 	<ul style="list-style-type: none"> • Index of Games > Content Areas > Social Studies for games to act out and reflect about stories and characters from cultures and time periods. • Index of Games > Drama Skills > Aesthetic Appreciation for games to use to share aesthetic aspects of and analyze different cultures and periods of history.
3-PURPOSES FOR CREATING THE ARTS <ul style="list-style-type: none"> • Exploring the various uses of the art form in history and in modern society • Sharing the human experience • Passing on tradition and culture • Recreational use • Artistic expression 	<ul style="list-style-type: none"> • Index of Games > Alphabetical Index for games to explore creativity and artistic expression. • Index of Games > Content Areas > Social Studies for games to act out and reflect about stories and characters from different cultures and time periods. • Index of Games > Drama Categories > Storytelling to enact cultural, historical, and personal stories. • Index of Games > Drama Categories > Improvisation for exploring recreational fun with drama.
4-PROCESSES IN THE ARTS <ul style="list-style-type: none"> • Creating and sharing using the elements of the art form • Exploring artistic expression in the art form • Responding to and gaining appreciation for the art form 	<ul style="list-style-type: none"> • Index of Games > Grade Levels/Ages for age-appropriate games to explore artistic expression. • Teaching Strategies > Classroom Management to learn how to create an environment of physical and emotional safety for all students to succeed in drama. • Instructions > Glossary of Terms for theatre vocabulary to incorporate into the games. • Teaching Strategies > Teaching Audience Etiquette for teaching respectful audience behavior. • Arts Standards > Assessment for ways to guide response and evaluation of drama/theatre.
5-INTERRELATIONSHIPS AMONG THE ARTS <ul style="list-style-type: none"> • Comparing similarities and interrelationships among the four art forms • Gaining appreciation for the arts as a mirror of human kind. 	<ul style="list-style-type: none"> • Index of Games > School Subjects > Dance, Music, and Visual Arts for games that can teach concepts, vocabulary, and standards from the other art forms. • Lesson Plan Sections > Content Areas/Integration Ideas for examples of integrating the arts.

Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

CCA 4.1 For Drama/Theatre for End of Primary (AH-EP)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
1.3.1	<p>Students will observe dramatic productions and describe literary elements, technical elements and/or performance elements using drama/theatre terminology.</p> <p>Elements of drama: <u>Literary elements</u>–Script, Story line (plot), Character, Story organization (beginning, middle, end) <u>Technical elements</u>–Scenery, Costumes, Props, Make-up <u>Performance elements</u>–Acting (how speaking, moving help to create characters)</p>	<ul style="list-style-type: none"> • Teaching Strategies ➤ Teaching Audience Etiquette • Instructions ➤ Glossary of Terms • Index of Games ➤ Grade Levels ➤ Preschool and Primary • Index of Games ➤ Drama Categories ➤ Storytelling • Index of Games ➤ Drama Skills ➤ Characterization • Character Cards 	✓	✓
1.3.3	<p>Students will identify a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).</p>	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Improvisation, Pantomime, and Storytelling 	✓	✓
2.3.1	<p>Students will identify folktales, legends or myths from the following cultures and periods.</p> <p><u>Cultures</u>: Native American, Traditional Appalachian, West African <u>Periods</u>: Colonial</p>	<ul style="list-style-type: none"> • Index of Games ➤ Content Areas ➤ Social Studies (use games to act out and reflect about stories and characters from cultures and periods) 	✓	
3.3.1	<p>Students will experience dramatic works created for a variety of purposes.</p> <p>Purposes of drama/theatre (different roles of drama) <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., storytelling, role playing, narrative works) <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, myths and legends) <u>Recreational</u> drama for entertainment (e.g., drama/theatre as a hobby) <u>Artistic expression</u> - dramatic works created and performed by actors in a theatrical setting for an audience</p>	<ul style="list-style-type: none"> • Character Cards (ideas and emotions to act out) • Index of Games ➤ Drama Categories ➤ Improvisation and Storytelling • Index of Games ➤ Drama Skills ➤ Aesthetic Appreciation • Index of Games ➤ Drama Categories ➤ Play Productions 	✓	✓
4.3.1	<p>Students will perform in dramatic situations that incorporate Literary, Technical and Performance elements.</p>	<ul style="list-style-type: none"> • Index of Games ➤ Grade Levels ➤ Preschool and Primary • Teaching Strategies ➤ Classroom Management 	✓	✓

Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

CCA 4.1 For Drama/Theatre for Grade Four (AH-04)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
1.3.1	Students will identify or describe elements of drama in dramatic works. Elements of drama: <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up <u>Performance elements</u> : Acting (how speaking, moving help to create characters) Speaking – vocal expression, projection, speaking style, diction Nonverbal expression – gestures, facial expression, movement	<ul style="list-style-type: none"> • Teaching Strategies > Teaching Audience Etiquette • Instructions > Glossary of Terms • Index of Games > Grade Levels > Elementary • Index of Games > Drama Categories > Storytelling • Index of Games > Drama Skills > Characterization, Physical Expression, and Vocal Expression • Character Cards 	✓	✓
1.3.2	Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization, and Improvisation • Character Cards 	✓	✓
1.3.3	Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation, Pantomime, and Storytelling 	✓	✓
2.3.1	Students will identify how drama has been a part of cultures and time periods throughout history. <u>Cultures</u> : Native American, Traditional Appalachian, West African <u>Periods</u> : Colonial American - European influence on American drama/theatre, plays from England. Native American includes period in North America before European settlement	<ul style="list-style-type: none"> • Index of Games > Content Areas > Social Studies (use games to act out and reflect about stories and characters from cultures and periods) 	✓	
3.3.1	Students will identify how drama/theatre fulfills a variety of purposes. Purposes of drama/theatre (different roles of drama): <u>Sharing the human experience</u> –to express or communicate emotion, feelings, ideas, information through dramatic works <u>Passing on tradition and culture</u> –to express or communicate feelings, ideas, information <u>Recreational</u> drama for entertainment <u>Artistic expression</u> –drama created with the intent to express or communicate emotion, feelings, ideas, information	<ul style="list-style-type: none"> • Character Cards (ideas and emotions to act out) • Index of Games > Drama Categories > Improvisation and Storytelling • Index of Games > Drama Skills > Aesthetic Appreciation • Index of Games > Drama Categories > Play Productions • Index of Games > Grade Levels > Elementary 	✓	✓
4.3.1	Students will create and perform using elements of drama (Literary, Technical, Performance)	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Elementary • Teaching Strategies > Classroom Management 	✓	✓
4.3.2	Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation and Storytelling 	✓	✓

Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

CCA 4.1 For Drama/Theatre for Grade Five (AH-05)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
1.3.1	Students will identify or describe elements of drama in dramatic works. Elements of drama: <u>Literary elements</u> – Script, Story line (plot), Character, Story organization (beginning, middle, end), Setting, Dialogue, Monologue, Conflict <u>Technical elements</u> – Scenery (set), Costumes, Props, Sound and Music, Make-up <u>Performance elements</u> : Acting (how speaking, moving help to create characters) Speaking – vocal expression, projection, speaking style, diction Nonverbal expression – gestures, facial expression, movement	<ul style="list-style-type: none"> • Teaching Strategies > Teaching Audience Etiquette • Instructions > Glossary of Terms • Index of Games > Grade Levels > Elementary • Index of Games > Drama Categories > Storytelling • Index of Games > Drama Skills > Characterization, Physical Expression, and Vocal Expression • Character Cards 	✓	✓
1.3.2	Students will identify, describe or explain relationships among characters and settings as related to a script, a scenario or a classroom dramatization.	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Characterization, and Improvisation • Character Cards 	✓	✓
1.3.3	Students will identify and describe a variety of creative dramatics (improvisation, mimicry, pantomime, role playing and storytelling).	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation, Pantomime, and Storytelling 	✓	✓
2.3.1	Students will describe or explain how drama has been a part of cultures and time periods throughout history. <u>Cultures</u> : Native American, Traditional Appalachian, West African <u>Periods</u> : Colonial American - European influence on American drama/theatre, plays from England. Native American includes period in North America before European settlement	<ul style="list-style-type: none"> • Index of Games > Content Areas > Social Studies (use games to act out and reflect about stories and characters from cultures and periods) 	✓	
3.3.1	Students will describe or explain how drama/theatre fulfills a variety of purposes. Purposes of drama/theatre (different roles of drama): <u>Sharing the human experience</u> –to express or communicate emotion, feelings, ideas, information through dramatic works <u>Passing on tradition and culture</u> –to express or communicate feelings, ideas, information <u>Recreational</u> drama for entertainment <u>Artistic expression</u> –drama created with the intent to express or communicate emotion, feelings, ideas, information	<ul style="list-style-type: none"> • Character Cards (ideas and emotions to act out) • Index of Games > Drama Categories > Improvisation and Storytelling • Index of Games > Drama Skills > Aesthetic Appreciation • Index of Games > Drama Categories > Play Productions • Index of Games > Grade Levels > Elementary 	✓	✓
4.3.1	Students will create and perform using elements of drama (Literary, Technical, Performance)	<ul style="list-style-type: none"> • Index of Games > Grade Levels > Elementary • Teaching Strategies > Classroom Management 	✓	✓
4.3.2	Students will improvise to tell stories that show action and have a clear beginning, middle and end. (Literary elements)	<ul style="list-style-type: none"> • Index of Games > Drama Categories > Improvisation and Storytelling 	✓	✓

Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

CCA 4.1 For Drama/Theatre for Grade Six (AH-06)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
1.3.1	Students will identify or describe the use of elements of drama in dramatic works. Elements of drama: <u>Literary elements</u> –Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy <u>Technical elements</u> –Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design <u>Performance elements</u> –Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)	<ul style="list-style-type: none"> • Teaching Strategies➤Teaching Audience Etiquette • Instructions➤Glossary of Terms • Index of Games➤Grade Levels➤Elementary • Index of Games➤Drama Categories➤Storytelling • Index of Games➤Drama Skills➤Characterization, Physical Expression, and Vocal Expression • Character Cards • Instructions➤Printable Pages➤Charts and Posters➤Stage Map 	✓	✓
1.3.2	Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.	<ul style="list-style-type: none"> • Instructions➤Glossary of Terms➤Elements of Theatre 	✓	✓
1.3.3	Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.	<ul style="list-style-type: none"> • Index of Games➤Drama Categories➤Characterization • Character Cards 	✓	✓
1.3.4	Students will identify and describe the types of stages (arena, thrust, proscenium).	<ul style="list-style-type: none"> • Instructions➤Glossary of Terms 	✓	✓
3.3.1	Students will identify or explain how drama/theatre fulfills a variety of purposes. <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information <u>Recreational</u> - drama as recreation and for recreational events <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information	<ul style="list-style-type: none"> • Character Cards (ideas and emotions to act out) • Index of Games➤Drama Categories➤Improvisation and Storytelling • Index of Games➤School Subjects➤Events • Index of Games➤Drama Categories➤Play Productions • Index of Games➤Grade Levels➤Middle School 	✓	✓
4.3.1	Students will create and perform using elements of drama: Literary, Technical, Performance	<ul style="list-style-type: none"> • Index of Games➤Grade Levels➤Middle School 	✓	✓
4.3.2	Students will improvise short dialogues and monologues.	<ul style="list-style-type: none"> • Index of Games➤Drama Categories➤Improvisation 	✓	✓
4.3.3	Students will engage in dramatic activities that reflect historical times and cultures.	<ul style="list-style-type: none"> • Index of Games➤Content Areas➤Social Studies 	✓	✓
4.3.4	Students will identify the skills necessary for jobs associated with theatre	<ul style="list-style-type: none"> • Instructions➤Glossary of Terms➤Jobs of Theatre 	✓	✓

Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

CCA 4.1 For Drama/Theatre for Grade Seven (AH-07)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
1.3.1	Students will identify or describe the use of elements of drama in dramatic works. Elements of drama: <u>Literary elements</u> –Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy <u>Technical elements</u> –Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design <u>Performance elements</u> –Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)	<ul style="list-style-type: none"> • Teaching Strategies➤Teaching Audience Etiquette • Instructions➤Glossary of Terms • Index of Games➤Grade Levels➤Elementary • Index of Games➤Drama Categories➤Storytelling • Index of Games➤Drama Skills➤Characterization, Physical Expression, and Vocal Expression • Character Cards • Instructions➤Printable Pages➤Charts and Posters➤Stage Map 	✓	✓
1.3.2	Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.	<ul style="list-style-type: none"> • Instructions➤Glossary of Terms➤Elements of Theatre 	✓	✓
1.3.3	Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.	<ul style="list-style-type: none"> • Index of Games➤Drama Categories➤Characterization • Character Cards 	✓	✓
1.3.4	Students will identify and describe the types of stages (arena, thrust, proscenium).	<ul style="list-style-type: none"> • Instructions➤Glossary of Terms 	✓	✓
3.3.1	Students will identify or explain how drama/theatre fulfills a variety of purposes. <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information <u>Recreational</u> - drama as recreation and for recreational events <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information	<ul style="list-style-type: none"> • Character Cards (ideas and emotions to act out) • Index of Games➤Drama Categories➤Improvisation and Storytelling • Index of Games➤School Subjects➤Events • Index of Games➤Drama Categories➤Play Productions • Index of Games➤Grade Levels➤Middle School 	✓	✓
4.3.1	Students will create and perform using elements of drama: Literary, Technical, Performance	<ul style="list-style-type: none"> • Index of Games➤Grade Levels➤Middle School 	✓	✓
4.3.2	Students will improvise short dialogues and monologues.	<ul style="list-style-type: none"> • Index of Games➤Drama Categories➤Improvisation 	✓	✓
4.3.3	Students will engage in dramatic activities that reflect historical times and cultures.	<ul style="list-style-type: none"> • Index of Games➤Content Areas➤Social Studies 	✓	✓
4.3.4	Students will identify the skills necessary for jobs associated with theatre	<ul style="list-style-type: none"> • Instructions➤Glossary of Terms➤Jobs of Theatre 	✓	✓

Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

CCA 4.1 For Drama/Theatre for Grade Eight (AH-08)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
1.3.1	Students will identify or describe the use of elements of drama in dramatic works. Elements of drama: <u>Literary elements</u> –Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy <u>Technical elements</u> –Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design <u>Performance elements</u> –Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions - stage left, stage right, center stage, upstage, downstage)	<ul style="list-style-type: none"> • Teaching Strategies ➤ Teaching Audience Etiquette • Instructions ➤ Glossary of Terms • Index of Games ➤ Grade Levels ➤ Elementary • Index of Games ➤ Drama Categories ➤ Storytelling • Index of Games ➤ Drama Skills ➤ Characterization, Physical Expression, and Vocal Expression • Character Cards • Instructions ➤ Printable Pages ➤ Charts and Posters ➤ Stage Map 	✓	✓
1.3.2	Students will describe how the technical elements (scenery, props, costumes, make-up, lighting, sound) communicate setting and mood.	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms ➤ Elements of Theatre 	✓	✓
1.3.3	Students will explain how performance elements (e.g., acting, speaking, movement) can create a believable character.	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Characterization • Character Cards 	✓	✓
1.3.4	Students will identify and describe the types of stages (arena, thrust, proscenium).	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms 	✓	✓
3.3.1	Students will identify or explain how drama/theatre fulfills a variety of purposes. <u>Sharing the human experience</u> - to express or communicate emotion, feelings, ideas, information through dramatic works <u>Passing on tradition and culture</u> - to express or communicate feelings, ideas, information <u>Recreational</u> - drama as recreation and for recreational events <u>Artistic expression</u> - drama created with the intent to express or communicate emotion, feelings, ideas, information	<ul style="list-style-type: none"> • Character Cards (ideas and emotions to act out) • Index of Games ➤ Drama Categories ➤ Improvisation and Storytelling • Index of Games ➤ School Subjects ➤ Events • Index of Games ➤ Drama Categories ➤ Play Productions • Index of Games ➤ Grade Levels ➤ Middle School 	✓	✓
4.3.1	Students will create and perform using elements of drama: Literary, Technical, Performance	<ul style="list-style-type: none"> • Index of Games ➤ Grade Levels ➤ Middle School 	✓	✓
4.3.2	Students will improvise short dialogues and monologues.	<ul style="list-style-type: none"> • Index of Games ➤ Drama Categories ➤ Improvisation 	✓	✓
4.3.3	Students will engage in dramatic activities that reflect historical times and cultures.	<ul style="list-style-type: none"> • Index of Games ➤ Content Areas ➤ Social Studies 	✓	✓
4.3.4	Students will identify the skills necessary for jobs associated with theatre	<ul style="list-style-type: none"> • Instructions ➤ Glossary of Terms ➤ Jobs of Theatre 	✓	✓

Standards Correlations for Kentucky

Core Content for Arts and Humanities Assessment (CCA 4.1)

CCA 4.1 for Drama/Theatre for High School (AH-HS)		Links Pathway(s) to Find Applicable Content (Starting from Table of Contents on CD-ROM)	Book	Cards
1.3.1	Students will analyze or evaluate the use of technical elements, literary elements, and performance elements in a variety of drama in dramatic works. Elements of drama: <u>Literary elements</u> –Script, Plot structures (exposition, rising action, climax or turning point, falling action, resolution), Suspense, Theme, Setting, Language (word choice/style used to create character, dialect, point of view), Monologue, Dialogue, Empathy <u>Technical elements</u> –Scenery (set), Sound, Lights, Make-up, Props, Costumes, Design <u>Performance elements</u> –Acting (e.g. character motivation and analysis), Speaking (e.g., breath control, projection, vocal expression, diction), Nonverbal expression (e.g., gestures, body alignment, facial expression, character blocking and movement, stage directions–stage left, stage right, center stage, upstage, downstage)	<ul style="list-style-type: none"> • Teaching Strategies➤Teaching Audience Etiquette • Instructions➤Glossary of Terms • Index of Games➤Grade Levels➤Elementary • Index of Games➤Drama Categories➤Storytelling • Index of Games➤Drama Skills➤Characterization, Physical Expression, and Vocal Expression • Character Cards • Instructions➤Printable Pages➤Charts and Posters➤Stage Map 	✓	✓
3.3.1	Students will explain how drama/theatre fulfills a variety of purposes. <u>Sharing the human experience</u> –to express or communicate emotion, feelings, ideas, information through dramatic works (e.g., social change, express or communicate universal themes, to interpret and recreate information, ideas and emotions) <u>Passing on tradition and culture</u> –to express or communicate feelings, ideas, information (e.g., narrative, storytelling, folktales, religious ritual and ceremony) <u>Recreational</u> –drama as recreation and for recreational events <u>Artistic expression</u> –drama created with the intent to express or communicate emotion, feelings, ideas, information (e.g., dramatic works created and performed in a theatrical setting for an audience)	<ul style="list-style-type: none"> • Character Cards (ideas and emotions to act out) • Index of Games➤Drama Categories➤Improvisation and Storytelling • Index of Games➤School Subjects➤Events • Index of Games➤Drama Categories➤Play Productions • Index of Games➤Grade Levels➤High School 	✓	✓
4.3.1	Students will create and perform using elements of drama (Literary–script writing, Technical–designing and directing, Performance–acting)	<ul style="list-style-type: none"> • Index of Games➤Grade Levels➤High School 	✓	✓
4.3.2	Students will identify skills and training necessary for a variety of careers related to drama.	<ul style="list-style-type: none"> • Instructions➤Glossary of Terms➤Jobs of Theatre 	✓	✓
5.5.2	Students will analyze and/or explain how ideas and emotions expressed in one art form (e.g. theatre) are similar or different to ideas and emotions expressed in another art form (e.g. dance).	<ul style="list-style-type: none"> • Index of Games➤School Subjects➤Dance, Music, and Visual Arts • Lesson Plan Sections➤Content Areas/Integration Ideas 	✓	✓