

**6<sup>TH</sup> GRADE DRAMA CHECKLIST**  
**Fine Arts Goals 25 – 27**  
**Illinois Learning Standards A – B**  
**Performance Descriptors**

**PRINCIPLES OF DRAMA**

- \_\_\_\_\_ Describe ways an actor uses voice (i.e., pitch, rate, volume) and body (i.e., posture, gestures, facial expressions) to communicate character and setting.
- \_\_\_\_\_ Explain the choice of support tools/design elements (props, costumes, lights, sound, make-up, sets) used to support a drama.
- \_\_\_\_\_ Combine vocal qualities with physical pace and rhythm to make a character unique or distinct from others.
- \_\_\_\_\_ Identify different types of narrative conventions used in a drama (e.g., narrator as character, narrator as story teller, narrator as omnipotent observer).
- \_\_\_\_\_ Analyze a drama for the types of conflict it contains (man vs. man, man vs. self, man vs. nature, man vs. supernatural, man vs. society).
- \_\_\_\_\_ Describe plot techniques used to enhance a drama (e.g., choice of time and place, use of minor characters, introduction of new information, use of musical lyrics).
- \_\_\_\_\_ Compare improvisation and scripted drama.
- \_\_\_\_\_ Construct a scenario with a definite beginning, middle, and ending.
- \_\_\_\_\_ Analyze how physical shape and level, along with the physical relationship of characters to each other, communicate ideas and emotions to an audience.

**CONNECTIONS TO THE ARTS**

- \_\_\_\_\_ Analyze how the artistic components (i.e., elements, principles, expressive ideas; tools, processes, technologies; creative processes) are combined within a work of art.

**PROCESSES, TOOLS, AND TECHNOLOGIES**

- \_\_\_\_\_ Analyze how the primary tools (mind, body, voice) impact an actor's skills.
- \_\_\_\_\_ Compare the use of support tools (i.e., costumes, sets, lights, props, sounds, make-up) in a variety of dramas.
- \_\_\_\_\_ Compare directing to acting and improvising.
- \_\_\_\_\_ Describe the acting process (e.g., memorizing, determining and enacting character's wants, listening, maintaining concentration).

\_\_\_\_\_ Explain how group dynamics affect a theatrical work or classroom drama.

\_\_\_\_\_ Discuss the impact brainstorming, evaluating, and imagining have on a drama.

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### **CREATION AND PERFORMANCE**

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\_\_\_\_\_ Incorporate vocal techniques of volume and clarity and physical techniques of poise, posture, facial expression, and eye contact to create a character.

\_\_\_\_\_ Alter the environment to indicate a setting.

\_\_\_\_\_ Invent a character based on personal experience or research.

\_\_\_\_\_ Demonstrate shape, line, level, use of space, and concentration in an ensemble drama.

\_\_\_\_\_ Collaborate and negotiate with a group to create a drama.

\_\_\_\_\_ Adapt a story into a performed drama.

\_\_\_\_\_ Use observations to create a drama.

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### **HISTORY, SOCIETY OF THE ARTS**

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\_\_\_\_\_ Demonstrate good audience behavior and evaluate the behavior of self and others.

\_\_\_\_\_ Describe how audience behavior changes a product or performance.

\_\_\_\_\_ Compare and contrast how the arts function in two different types of ceremonies (e.g., parades, weddings, graduations, sporting events).

\_\_\_\_\_ Give examples in which various arts are used to persuade and promote ideas.

\_\_\_\_\_ List technology used in the arts (e.g., cameras, synthesizers, computers, printing press).

\_\_\_\_\_ Categorize types of artists with their art and art related products or performances (e.g., designers create packages, composers write advertising jingles, architects design buildings).

\_\_\_\_\_ Investigate how the arts reflect different cultures, times, and places.

\_\_\_\_\_ Compare how different art forms express aspects of the same culture, time, or place.

\_\_\_\_\_ Compare and contrast the contribution of individual artists on movements, trends, or periods.